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ABSTRACT

The Disadvantaged Country Areas Program in Australia involves a limited number of areas in each State selected according to their relative poverty, special need for improved educational provisions, and lack of opportunities for employment and training for young people. All schools in the declared areas are expected to share the services and facilities provided under the Program and to cooperate in devising plans for improvement. The most common problems of area projects are those related to isolation. Consequently, arrangements for travel feature largely in country programs. Technical means of communication are also used to reduce the effects of isolation. Country communities in the areas are trying to raise educational standards by developing local acceptance of the idea of education as the business of the whole community. The Program provides tangible resources, personnel, and career information for senior students. The career information involves students visiting career reference centres and taking part in work experience programs in the cities. To ensure effective decision-making at the local level, all States have now established a structure which allows for consultation among all interested groups. A description of projects funded in 1978 and statistical information about the Program follow the narrative section. (CM)

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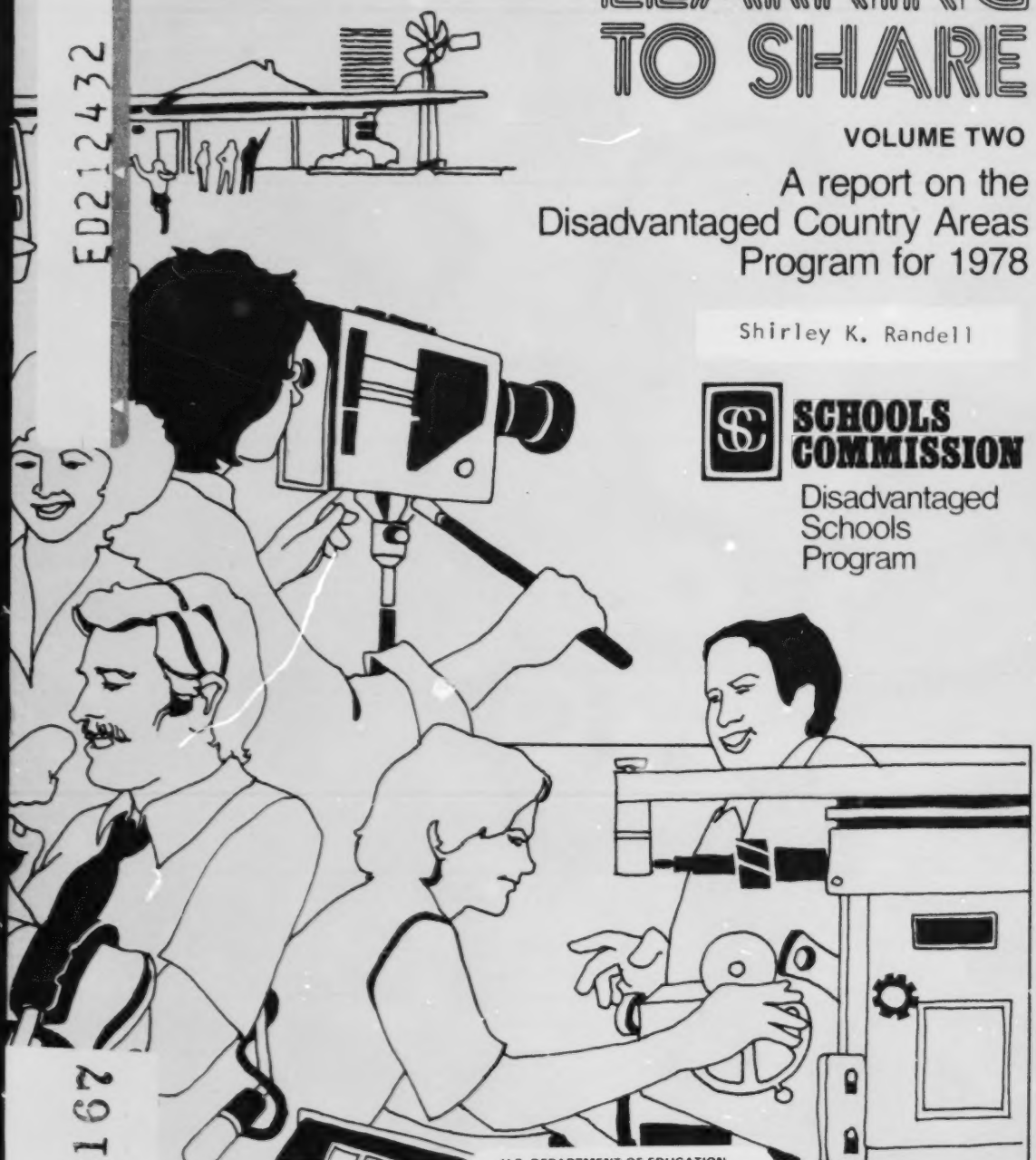
LEARNING TO SHARE

VOLUME TWO

A report on the Disadvantaged Country Areas Program for 1978

Shirley K. Randell

SCHOOLS COMMISSION
Disadvantaged Schools Program



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LEARNING TO SHARE:

A Report on the Disadvantaged Country Areas Program for 1978

Schools Commission
Canberra

December 1979

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Foreword

This second edition of *Learning to Share* reports on the disadvantaged country areas element of the Disadvantaged Schools Program which the Schools Commission began in 1977. The booklet contains descriptions of a majority of the projects funded in declared areas in 1978 and statistical information about the operation of the Program.

The projects represent endeavours by country school communities to address educational problems and take action to overcome them. The search for more effective and cost-efficient ways of delivering educational services in country areas is leading to the involvement of communities in appreciating and using local resources.

It is heartening to see the progress being made in enriching the cultural, social and recreational experiences which make schooling more meaningful for children.

The Disadvantaged Country Areas Program is a testimony to the commonsense, initiative and cooperative spirit of rural school communities. The Commission hopes the report will inspire further efforts to develop programs which will help to equalise the educational opportunities of country children.

K R McKinnon
Chairman

December 1979

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OVERVIEW

THE DISADVANTAGED COUNTRY AREAS PROGRAM

The Disadvantaged Schools Program was established by the Schools Commission in 1974 in response to the statutory requirement to take into account 'the needs of disadvantaged schools and of students in all schools who are disadvantaged in their education for social, economic, ethnic, geographical or other reasons'.

The initial priority was for schools in depressed inner-city areas. An index of disadvantage based on socio-economic Census data was used to identify school neighbourhoods in greatest need. In 1977 the Program was broadened to include a disadvantaged country areas element to address the special circumstances of country areas. The funds available for disadvantaged country areas in 1978 are detailed in Attachment 1.

The Disadvantaged Country Areas Program began with a limited number of areas in each State being selected according to their relative poverty, special need for improved educational provision and lack of opportunities for employment and training for young people. The Program differs from the Disadvantaged Schools Program in that whole areas rather than individual schools have been identified. All the schools in the declared areas, primary and secondary, government and non-government are expected to share the services and facilities provided under the Program and to cooperate in devising plans for improvement.

The Commission's aim is to support and stimulate rural communities in their search for new and improved ways of educating their children. Teachers and community people are encouraged to identify and use the resources already in their communities and to use special funding for supplementing or mobilising these. Within the declared areas government and non-government schools work with their respective communities sharing ideas, responsibility, personnel and resources.

DISADVANTAGED COUNTRY AREAS

Acting on the advice of State Ministers the Commonwealth Minister for Education declared the following areas for inclusion in the Disadvantaged Country Areas Program in 1978:

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DISADVANTAGED COUNTRY AREAS
AUSTRALIA 1978

Not shown are the areas involving the isolated children of the Western Australian Correspondence School and the Port Augusta School of the Air (S.A.)

New South Wales

Bourke Area
North West Area

Victoria

Far East Gippsland Area
King Valley-Ovens Valley Area
Mallee Track Area
North Central Area
Western Wimmera Area

Western Australia

Goldfields Region
Outer Wheatbelt Region
Isolated Children of the Western Australian Correspondence School

Queensland

Central Priority Country Area
South Western Priority Country Area

South Australia

Far Northern Priority Country Education Area
Far West Priority Country Education Area
Area involving Isolated Children of the Port Augusta School of the Air

Tasmania

Huon Valley Area
Far North West Area

Details of schools and enrolments in the Areas are listed in Appendix 2. Some States have varied the name of the Program slightly to meet their own preferences. For example, in Queensland the Program is known as the Priority Country Areas Program and in Victoria as the Country Education Project.

PROJECT CHARACTERISTICS

The projects which have developed in the declared country areas are notable for both similarity and diversity. The similarity arises from the fact that the projects are responses to common problems. The diversity is a result of particular communities meeting special needs or making use of special resources.

The most obvious problems the country areas have in common are those related to isolation. Great distances (of small centres from each other, and from large centres) compound the intrinsic problems of small communities, such as lack of facilities and relatively limited curriculum offerings.

Consequently arrangements for travel feature largely in country programs. Students travel within and out of their areas for specially organised cultural, social and sporting activities which are daily fare for city children. Teachers, specialist instructors and entertainers travel into and around the areas on a regular or infrequent basis which may mean flying from a capital city or travelling by road with a mobile resource van.

The other method of reducing the actuality and feeling of isolation is by exploiting every available technical means of communication. These range from maximum use of audio-visual facilities, such as television programs and radio broadcasts, to individualised music teaching by cassette.

Country communities in the areas are trying to raise educational standards by developing local acceptance of the idea of education as the business of the whole community which does not end with formal schooling. Numerous projects involve adults for their own sakes as well as for their children. Community education centres highlight this endeavour by mixing the age groups and offering activities which are closely in touch with local interests.

Other country problems stem from rural poverty which means a lack of facilities and resources, and inevitably limited vocational opportunities for school leavers. The Program is responding to these needs by providing tangible resources, personnel and career information for senior students. The tangible resources include buses, reference books and stationery, gymnastic equipment, musical instruments, art supplies, overhead lighting and sports fields. Personnel range from full-time itinerant teachers, youth workers, school/community liaison officers and curriculum consultants to visits from specialists such as sports coaches and ballet teachers. The career information involves students visiting career reference centres and taking part in work experience programs in the cities.

The projects that have grown out of particular local situations involve the harnessing of skills, the development of resources - a farm, a centre for home science - and the provision of basic services to children in unusual circumstances such as those who live on an island in the lobster season and others whose homes move with the progress of a railway line.

ADMINISTRATION

An early challenge for the Program has been to find the best way of ensuring effective decision-making at local level. One guiding principle has been that communities themselves should make as many decisions about schooling as possible since they are the ones to be affected by them. All States have now established a structure which allows for consultation among all interested groups, from local school and community levels right through to Area and State levels.

At the national level, gatherings of State Coordinators with the Program Director and a Commissioner are held to assess the development of the Disadvantaged Country Areas Program and to promote and support moves forward.

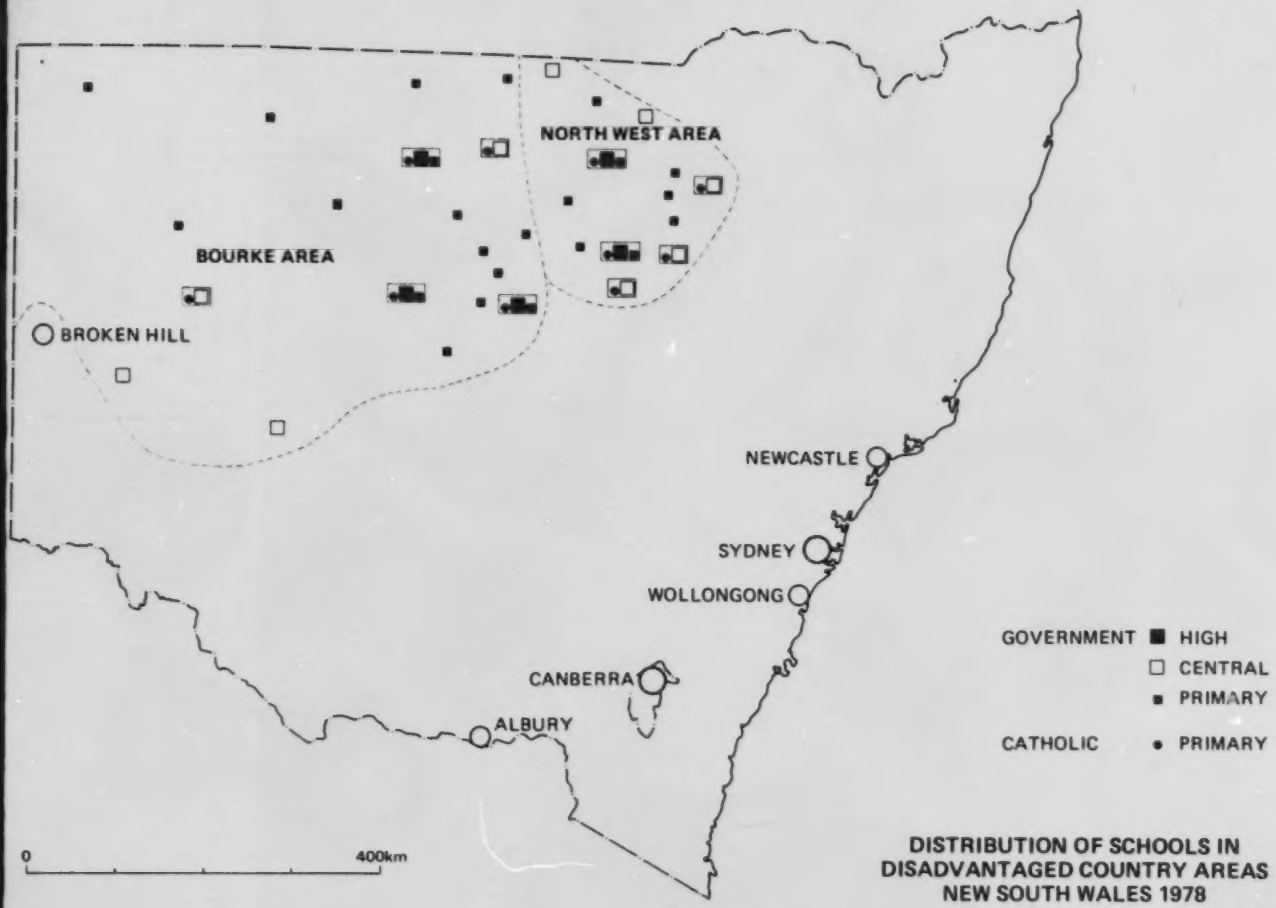
Representative committees have been established at State, Area and sub-Area levels. They vary in size and composition but usually include administrators, teachers, parents and community representatives from both government and non-government systems. Details of membership and functions of these committees are given in Appendix 3.

THE FUTURE

The Commonwealth Government has consistently maintained and extended its commitment to the Schools Commission's Disadvantaged Schools Program. In guidelines issued to the Commission in 1978, the Government indicated its strong endorsement of the Commission's assessment of needs in disadvantaged country areas and its wish for progress to be made in this area within the limits of funds available. In a situation of no overall growth in education funding the Disadvantaged Schools Program was one of the few areas to receive an increase in funds for 1979.

The projects funded through the Disadvantaged Country Areas Program in 1978, the majority of which are listed in this publication, indicate that the future lies with people as well as with technology. In a number of States the development of people has been a major focus of the Program. Whole communities have been regenerated as people have identified local resources and acted together to improve education for their children. It is certain that increasingly imaginative arrangements will be made to extend the personal contacts between country students themselves, and with those living in regional centres and cities.

The future of education in disadvantaged country areas cannot be considered in isolation from the realities of rural life in general. The complex problems of country communities are embedded in the prevailing economic and social fabric of Australia. Nevertheless in focusing on country education as an area of particular attention the Disadvantaged Country Areas Program is showing that country communities are able to find economical solutions to a wide range of educational problems. The spirit of cooperation amongst and across schools, school systems and communities engendered by the Program augurs well for continued improvement of educational opportunities for country children.



DISTRIBUTION OF SCHOOLS IN DISADVANTAGED COUNTRY AREAS NEW SOUTH WALES 1978

PROJECT DESCRIPTIONS

New South Wales

The Program in New South Wales is aimed at overcoming geographical, cultural and social isolation by improving communications and by developing curricula and activities which reflect the experience, aptitudes and interests of students in the declared Areas. The Areas are sparsely settled and particularly in the Bourke Area, geographical isolation is extreme and the climate is dry and harsh.

BOURKE AREA

ALTERNATIVE LEARNING CENTRE $3,000

This program was discontinued early in 1978, however, the bus was left to be used for general educational purposes. A shelter for the bus and a storage area for camping equipment have been constructed.

COMMUNITY PROJECT $4,000

The Tilpa community project was funded early in 1978. One of its main functions is to bring isolated children together as often as possible for experience in music, art, craft and physical education. Equipment and materials have been provided to enable the continuation of the program. One person coordinates the program and others teach hobbies and sport.

CULTURAL ACTIVITIES $20,000

Children living in remote country areas rarely see the dramatic, musical and artistic productions that are presented in larger centres. The cultural program aims to remedy this by subsidising touring individual and group performers in the arts.

Craft Camps $1,000

Two camps, devoted to intensive craft work over several days, have been conducted. Students came from a wide area and included those taking correspondence lessons. The funding covered materials and essential preparation.

Drama $22,000

A drama company of four toured the region performing in all centres. They worked in the schools for eight weeks on a program which was similar to that of 1977 but more structured and related to identified needs.

CURRICULUM DEVELOPMENT $35,000

A curriculum consultant has been appointed to work with the staff of Wilcannia Central School in preparing curricular materials for use in several schools in the region. An operator for the offset duplicating machine has also been employed to ensure the production of good quality material. Additional equipment has been purchased to improve the quality of printing, and air conditioning has been provided for the printing room.

A History Resource Book $2,000

Despite their awareness of 'being Barkindji' the children of the Wilcannia, Menindee and Ivanhoe areas have not developed an understanding of the forces which have shaped their position in society. This project aims to present Bobbie Hardy's book *Lament for the Barkindji* in a readable form for students to give them historical background and to encourage a greater understanding generally of Aboriginal history.

Social Studies $6,000

A special social studies course is being produced by the School of the Air to cater for the varying ability levels of far-western isolated children. Funding has been provided for a part-time clerical assistant and for a casual teacher to relieve those required for course writing. Both are funded for 70 days. Stationery and reference books have been provided.

Western Environmental Readers $15,500

This is an ongoing project to produce readers based on the western environment. It was funded originally in 1977. The scheme is seen as one that could have far reaching benefits for schools in the Area.

DARK-ROOM $4,500

A fully equipped dark-room and a supply of photographic hardware and software gives students at all Nyngan and district schools access to a wide range of opportunities for self-expression. Resources such as cameras, tripods and enlargers can be borrowed by schools in the area. If the school is too far away to make use of the facilities, arrangements can be made for processing.

EXCURSIONS $60,000

One of the major educational and social disadvantages suffered by students in the Area is isolation from the major centres of population. Following the positive results of the 1977 program, subsidised excursion bus programs were undertaken in 1978, one in the southern zone and the other in the northern zone.

A FARM AS A TEACHING CENTRE $49,500

A farm has been set up as a field study centre for the students of Bourke and surrounding area schools. The students are exploring the agricultural possibilities of the district and gaining experience in agricultural and associated business procedures. The appointment of a full-time specialist teacher to the project has enabled maximum use to be made of the farm's facilities and the resources of the district. The teacher works on the development of programs for high school and primary school students in collaboration with teachers in the schools.

FEASIBILITY STUDY ON INSTALLATION OF A COMPUTER SYSTEM $1,500

This study will assess the feasibility of installing a computer system in the Nyngan schools to give the students experience with the latest technology.

GENERATOR FOR COMMUNITY HALL $1,000

Yantabulla is an isolated centre 160 kilometres north-west of Bourke. The local hall, which is used by itinerant teachers for mini-schools, workshops, and music, and by the community for social activities, has been without electricity for three years. Provision of a generator will enable the extension of activities for the whole community.

GYMNASTIC CLUB $2,000

Vaulting and balance equipment was purchased to enable students in the Brewarrina area to extend their activities and improve their motor coordination. The gymnastic club is planned as an after-school activity for students and the community will be involved in a fitness club one night a week.

A HOUSE FOR CORRESPONDENCE SCHOOL STUDENTS $28,500

The object of this scheme is to make a house available to isolated familiies so that the students on correspondence can attend school in Nyngan for short periods. It is essential that families accompany the students in order to take advantage of all the facilities offered by both the correspondence and the primary schools. The house, which is owned by the Bogan Shire Council, is also used by small schools in the district during sports camps. A daily fee is charged to cover cleaning, electricity and maintenance.

ITINERANT TEACHERS $24,000

Pending detailed evaluation, provision was made to continue the funding of salaries, subsistence and travelling expenses for three itinerant teachers in the Wilcannia area until May 1978. This program was discontinued in second term 1978, the teachers being absorbed in the School of the Air program and the resource teachers program mentioned below.

Engonnia $30,500

Following evaluation, two teachers continued to operate with a car and resource van in the Engonnia area. They visited students having difficulties with their correspondence lessons and, where possible, organised group activities to further their social development. Additional art and craft supplies, stationery, library books, sports equipment, tapes and music equipment were purchased.

Nyngan/Cobar $28,500

Following evaluation of the patrol teacher program it was decided that the program should continue, but operate from Cobar instead of Nyngan with some changes in school enrolments.

Wilcannia $11,500

The itinerant teachers program at Wilcannia was modified. One teacher was employed to work in close liaison with the School of the Air, Broken Hill. The service is on a needs basis with the teacher visiting only the students whose parents seek assistance. As well as helping them with their lessons, the teacher endeavours to promote their social development by organising group activities.

LANGUAGE PROGRAM FOR ABORIGINAL STUDENTS $3,500

A special project to cater for the language and reading problems of Aboriginal children is planned. It will include research and consultation with people in the field. An attempt to implement the results of this research with Aboriginal children in the Bourke area will be made. Preliminary funding enabled the purchase of basic equipment.

LIAISON SUPPORT TEACHER $4,000

A qualified part-time teacher at Brewarrina liaises with the Brewarrina and Weilmoringle schools and Correspondence School students in the area, providing information and lending resources. This is an endeavour to remedy the lack of opportunity for social, craft, cultural and excursion activities experienced by the Brewarrina students who are enrolled in the Sydney Correspondence School.

LOCAL COMMUNITY BUSES $23,000

Because small numbers are usually involved, minibuses have been purchased for use by schools in the Bourke Area. To reduce the cost of excursions, a subsidy has been provided for those which exceed three hundred kilometres. This has made it possible for schools at Tibooburra, White Cliffs, Wilcannia, Menindee and Ivanhoe to use the buses. A minibus has also been provided for Girilambone, Coolabah, Byrock, Marra Creek and Hermidale to enable the development of a sporting and social program for these isolated students.

MOBILE CURRICULUM BUS $14,000

An experienced teacher has been appointed to make maximum use of the mobile curriculum bus and its resources for servicing the whole of the area. The bus stays a number of days at each school while the teacher demonstrates its resources and instructs teachers in use of the equipment.

MOBILE LIAISON OFFICER $23,000

A full-time officer was appointed to assist schools in the area with the preparation of submissions and to oversee the implementation of approved projects. The officer also is responsible for publicity of the Program.

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MOBILE MANUAL ARTS WORKSHOPS - QUEENSLAND

MOBILE RESOURCE TEACHERS $20,000

Two mobile resource teachers with classroom experience and knowledge of remote areas move between the schools to support and encourage teachers who are less experienced. One teacher serves Wilcannia Central School, St Therese's Mission School, and Wilcannia and White Cliffs Public Schools. The other serves Ivanhoe and Menindee Central Schools, and Tibooburra Public School.

MUSIC PROGRAMS $44,500

Many children who would otherwise have no opportunity to learn a musical instrument or to take part in group musical activities are benefitting from programs developed by mobile music teachers. In Bourke, Cobar and Nyngan students are learning the piano and the guitar. A guitar teacher flies between Sydney and Bourke at regular intervals. In Wilcannia, White Cliffs, Tibooburra, Menindee and Ivanhoe, pilot schemes conducted during 1977 produced so much enthusiasm that most programs have been continued and extended.

NURSE FOR HEALTH PROGRAM $6,000

A trained nurse is employed full-time to provide medical care and develop health programs for all the students in the schools in the Brewarrina area. Her salary and the cost of basic medical supplies have been funded.

RADIO STATION $50,000

A manager has been appointed to commission and manage the Education Radio Station (2WEB). Essential equipment has been purchased. The Telephone Broadcast Unit has enabled 2WEB to implement talk back radio programs which involve school groups in exchanges with visiting and local experts. Party calls can be placed by the station allowing groups to talk with the guest and with each other. This kind of discussion would not normally be possible without transporting numbers of people long distances. The Unit can also be used by one-teacher schools to arrange discussions with larger groups. The cartridge machine has facilitated the production of promotional material such as announcements about programming and community activities. In order to operate effectively, the station needed funds to enable the payment of royalties. A supply of tapes, records and reference material was also provided as well as tape-recorders and microphones for participating schools.

READING CLINIC $25,000

There is a proven need for extra assistance in reading for students in the Bourke Area. The program has involved setting up a reading clinic as a pilot scheme. If successful it will be extended to other areas. A trained remedial teacher and an aide are employed and the clinic is equipped with library books and audio-visual teaching aids. The clinic has been air-conditioned.

READING PROGRAM $1,500

Readers, books of exercises, audio-visual equipment and kits for teachers were supplied for use in Cobar schools, on the advice of the reading task force.

READING READINESS PROGRAM $4,500

This program, implemented in Brewarrina schools, endeavours to offset the disadvantage suffered by children who start learning to read with a limited background of experience and ideas, command of language, and interest. Community members or older school students read stories to individual kindergarten children and extract the maximum possible amount of meaning and pleasure from the shared experience.

RESEARCH ACTIVITIES $9,000

In 1977, Professor C. Turney of the Faculty of Education, University of Sydney, was commissioned to report on two projects: Motivation and Achievement in Country Schools (MACS) and School Leavers and their Occupations (SLO). His work included an historical overview of rural education in Australia, a review of research, developments and practice in Australia and overseas; a survey of motivation and achievement in schools in the area; and recommendations for further research and development. The report will be of such wide interest that it is proposed to subsidise its publication in book form. The MACS report has identified three key areas of teacher concern: classroom management and discipline, student motivation and program planning. An intensive inservice program conducted by consultants from the University of Sydney has been planned to attack these areas.

RESOURCE CENTRE AND SHARED LIBRARY $50,000

A resource centre and library have been established in St Joseph's School, Nyngan to serve the small schools at Girilambone, Hermidale, Coolabah, Marra Creek, Byrock and Nymagee. Participating schools contributed materials initially and extra books and audio-visual aids were purchased. A librarian was employed to set up and run the centre. A radio capable of receiving 2WEB broadcasts was purchased in time for the commencement of the 1979 school year.

SCHOOL/COMMUNITY RELATIONS PROJECTS $4,500

As a result of evidence about parents' negative attitudes to schools, and teachers' negative attitudes to parents, four pilot projects have been set up in the Nyngan schools. Their aims are generally to improve communication, to increase parental involvement in schools and to improve parent/student/teacher relationships. Project 1 is a survey of community attitudes, needs and resources; Project 2 is a reading program which involves parents; Project 3 aims to involve the community in curriculum development; and Project 4 aims to increase everyone's awareness of the problems of school leavers.

SURVEY OF SKILLS IN THE LOCAL COMMUNITY $500

This project involves a survey of the Brewarrina community to discover which local people have untapped talents and skills, particularly in craft and cultural areas. All concerned are expected to benefit if use can be made of local abilities in preference to relying on outsiders.

TENNIS COACHING CLINIC $500

The aim of this clinic was to teach children to play tennis, to capitalise on the interest of those who already play and to create an interest in the others. The services of a professional coach was made available to students in Bourke schools and to correspondence students. They paid fees, and funding covered the coach's travelling costs.

TOUR BY WOOMERA TRIBAL ABORIGINES $9,000

Funding was provided for another tour by this group of tribal Aborigines from Mornington Island. The aim was to strengthen the cultural identification of local Aborigines and to teach white Australians about the cultural heritage of Aboriginal Australians. The group visited schools which were missed on the last tour and spent more time socialising with the students.

VACATION ACTIVITIES CENTRE $2,000

This project gave children in Ivanhoe and the surrounding district the chance to participate in indoor, craft-type activities during the school vacation. The centre was based at Ivanhoe Central School and funding covered training and salaries of staff, sporting equipment, craft supplies and two one-day excursions.

YOUTH AND COMMUNITY CENTRE - BOURKE $18,000

In 1978 all organisations in the Shire of Bourke combined to raise funds toward the cost of a Youth and Community Centre. This centre provided the first indoor recreation area in the district and the basketball facilities were funded under the Program.

YOUTH AND COMMUNITY CENTRE - NYNGAN $11,000

Further equipment and amenities were funded to enable greater use of the Nyngan District Youth and Community Centre. The centre, which was set up by a grant in 1977, required a new sound system and construction of a modular stage. A subsidy towards staff salaries was paid.

YOUTH WORKERS $14,000

The employment of a youth worker at the Cobar Youth Association was subsidised in 1977 on the grounds that the worker served all the young people of Cobar and the surrounding district. This proved such a successful venture that funding continued in 1978. Additional sporting and gymnastic equipment was purchased. The employment of the youth supervisor at Wilcannia was also continued and two youth coordinators were employed on a part-time basis to develop and supervise youth activities at Brewarrina. Their functions included organising games and sports, dances and socials, and providing pastoral care. In addition, a youth worker was employed at Bourke to establish effective communication among young people and the community by developing leisure activities, organising district youth committees, and encouraging the sharing of resources to meet local needs.

NORTH WEST AREA

ABORIGINAL CULTURE KIT $1,000

Kits of materials for both teachers and students have been prepared for primary and secondary schools in the Area. They include information about the traditions, culture and lifestyle of the Aboriginal people of north-western New South Wales and provide a valuable insight into the relationship between Aborigines and their environment.

AREA-BASED CURRICULUM DEVELOPMENT $48,000

This project aims to produce materials that will assist teachers in the Walgett district to develop courses of study that will meet the needs and interests of students. Teachers, staff of the Armidale College of Advanced Education and members of the community are cooperating to prepare a document which covers Kindergarten to Year 6. Statements of the objectives of complete courses, graded statements of objectives which can be used as a program guide, and descriptions of different teaching methods and guides to locating materials will be included.

ARTS ACTION IN EDUCATION $19,000

The project involves the construction of drama and theatre programs by the New England Regional Theatre Company for use in schools in the Area. The programs consist of experiments in the use of theatre and drama in education, such as simulation and game playing, role-playing and drama techniques, group therapy and creative play. Emphasis is placed on the use of language. The Theatre Company remains for one week in larger schools and spends at least two days in smaller schools.

BALLET CLASSES $4,500

A qualified ballet teacher takes a group of approximately 20 students for one hour each week. The dancing classes operate in a local youth and community hall after school hours.

BARWON RIVER SYSTEM PROJECT $5,500

Features of the Barwon River system have been incorporated into a program which provides a range of learning experiences for students. Students study the local environment, conduct research and discuss developments with those workers and property owners affected by the system.

ENVIRONMENTAL AND COMMUNITY EDUCATION CENTRE $20,000

This field study centre is based on the resources of the Macquarie Marshes and the surrounding district. The centre provides facilities for group camping and for a range of activities based on half-day excursions and one or two nights camping. Programs, which cater for primary and secondary students, include studies in wetland communities and ecosystems, birds, aquatic studies, nature trails and the woodland. The teacher at the centre visits schools before and after student excursions.

ENVIRONMENTAL READING MATERIALS $86,000

The project involved the production of a series of more than 30 books to cater for students from Wee Waa, Burren Junction, Pilliga and Gwabegar. The books depict local characters and situations and are illustrated with colour photographs. The books are designed for students from Kindergarten to Year 6. Four titles are suitable for slow-developing children in Years 7 and 8.

EXPERIENTIAL READING MATERIALS $5,000

A series of books based on life in Lightning Ridge, Collarenebri and Goodooga is being prepared for Kindergarten to Year 2. The books use the children's language patterns and vocabulary as much as possible. A manual is to be produced to explain the rationale of the series and to offer suggestions for using it.

EXTENSION TEACHING PROGRAM $35,000

A series of learning experiences for talented students is being conducted in maths, natural science, writing, art, craft, drama, soccer, rugby league, tennis, netball and hockey. For four days the selected students take a concentrated series of lessons in their area of interest. Each group is accompanied by teachers and parents who assist in the program.

HISTORY KITS: LOCAL SOURCES $1,000

Students study history through those local resources which explain the origins and development of their community. This knowledge is related to broader historical developments. Written documentation is being retrieved from, amongst other things, centralised collections, and incorporated into kits, as is information unearthed by local teachers. These kits will be of particular value to schools in the Area where there are teachers who are unfamiliar with local history.

HOME STUDY KITS FOR CHILDREN ISOLATED BY WET WEATHER $2,000

Study kits are placed in the homes of students who are likely to be absent from school for extended periods because of wet weather. Each kit contains some material supplied by the student's own school which makes the kit pertinent. The kits are varied to suit the particular program of individual schools in the Area.

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INSTRUMENTAL MUSIC PROGRAMS $50,000

A music teacher has established various instrumental groups in the three schools in Walgett. Individual and group instruction are provided for students who have musical ability. In the Goodooga, Lightning Ridge and Collarenebri schools an itinerant instrumental music teacher works with school staff one day a week. Students who have musical ability are identified, and group and individual instruction provided. Instrumental music groups which suit the ability and interests of students have been established. Each school is supplied with a basic set of instruments to supplement those already available.

INVESTIGATING TEACHING/LEARNING UNITS $11,000

A curriculum based on the Baradine and Gwabegar environment is being developed in three stages. Stage one outlines and documents a number of study units such as national resources, history, agriculture and timber. Stage two develops comprehensive teaching and learning data associated with the study units, and stage three continues development of established units to provide further learning experiences.

ITINERANT MUSIC ADVISER

Following the results of a feasibility study, an itinerant music adviser has been engaged to promote and upgrade the music education offered in government schools at Burren Junction, Pilliga, Gwabegar and at St Joseph's School, Wee Waa. The intensive inservice provided by the adviser has enabled teachers to acquire skills and become confident in teaching music so that they can conduct interesting, enjoyable and informative lessons. The project has been able to continue in 1978 without additional funding.

LANGUAGE CURRICULUM DEVELOPMENT UNIT $17,000

A language and curriculum development unit, consisting of a team of three consultants, visits schools to assist in developing a more meaningful school-based language curriculum; to produce curriculum support materials and inexpensive work books; and to assist in the language development of children at all levels but particularly in the early school years. The team prepares and prints the books, which include photographs of people and features from the school, for return to schools as soon as possible after their visits.

MOBILE EDUCATIONAL FACILITY $13,000

Resource materials have been purchased and a trained teacher employed to travel to schools at Gulargambone, Quambone and Carinda to plan and implement programs to assist children with after-school studies and research, teachers with remedial and extension programs, and local libraries with the improvement of services to students.

NUMERACY PROJECT $10,000

The aim of this project is the production of mathematical programs and materials which are appealing, relevant and encouraging to less able secondary school students in the Area. The project has resulted in a series of graded workbooks in the four operations of addition, subtraction, multiplication and division. Each book contains a coloured comic strip featuring identifiable school characters in problem situations requiring numerical solutions. The students work through a series of graded exercises which they mark themselves. An audio-tape of the dialogue of each comic strip has been produced to assist slow readers. The workbooks are supplied as part of a kit which also includes a teachers' manual, diagnostic tests and a work register.

RESEARCH PROJECT

A project to investigate the educational needs of country children has been undertaken by Dr Helen Sungaila of the University of New England. The project involves non-participant observation of children both in and out of school, and, where feasible, at home. Data has been recorded on video-tape supplemented by audio-tape and semi-structured interviews. The report of the research will be available in December 1979. This project has been able to continue in 1978 without additional funding.

RESIDENTIAL CENTRE FOR COUNTRY STUDENTS IN SYDNEY $16,000

The project operated for one term in 1978. Year 10 country students stay for three to four weeks to participate in a variety of work and leisure experiences. As well as work experience with employers, the students enjoy early morning runs along the beach, surfing, tours to museums and galleries, fishing trips and dining out. They are taught job interview techniques, receive careers advice and undertake voluntary work for community services. According to reports from the centre, the schools, employers, and students themselves, the project is meeting its objectives for the social and personal growth of students, for broadening their cultural and educational experiences, and for provision of vocational guidance and experience.

RESOURCE CENTRE $10,000

A resource centre staffed by a part-time teacher/librarian has been established at Burren Junction School. It is stocked with multimedia kits, picture sets, and other reference materials not already available in the schools in the Area. A catalogue is supplied to the schools and the teacher/librarian assists in the choice of materials and arranges their distribution via school buses, the rail network and members of the community.

SCHOOL-BASED NEWSPAPER $5,000

Students at government and Catholic schools, and adult members of the Wee Waa community are cooperating in the production of a local newspaper. The operation which is based at Wee Waa Central School has given students a purposeful approach to developing their communication skills.

SCHOOL/COMMUNITY LIAISON OFFICER $2,000

A full-time school/community liaison officer, trained in community relations, acts as a link between staff, parents, government bodies and the general community at Walgett and Wee Waa. The job involves: liaison with principals, staff and parents' associations in the schools, local bodies such as the police force, the Council, the Aboriginal Legal Aid Service, the Department of Youth and Community Services and other community organisations, together with Aboriginal teachers' aides, and with parents to provide personal contact in matters of social/education adjustment; assisting in excursion planning and development to gain parental support and understanding of the educational implications; establishing a community profile/resource directory; assisting to increase awareness of the school's role by reports in the media and displays in local business houses; assisting in the areas of Isolated Children's Parents' Association and Correspondence School, in bringing them into further contact with the local schools; intra-school liaison reporting on Disadvantaged Schools and Disadvantaged Country Areas Programs.

WOOMERA TRIBAL ABORIGINES $9,500

A group of Aboriginal dancers from Mornington Island toured the schools in the Area. The experience enhanced and strengthened the cultural identification of Aborigines throughout the Area and taught students about the traditional relationships between Aborigines and their land.

YOUTH AND COMMUNITY CENTRES $18,500

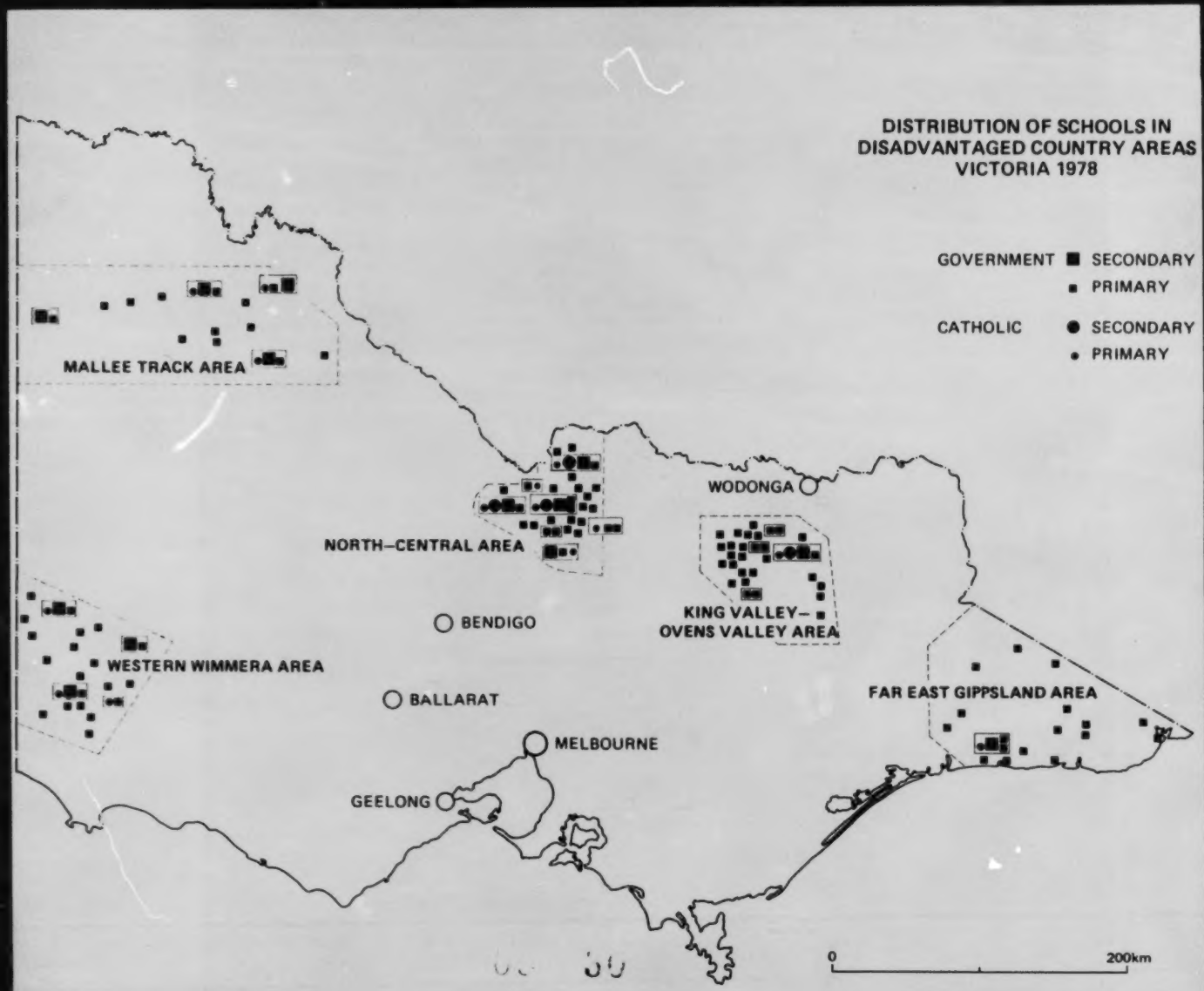
Youth and community centres have been set up in rented halls at Baradine and Gwabegar. Each centre caters for a range of gymnastics and indoor games, art and craft pursuits, and social activities. A youth worker works part-time in the school and runs the centres.

YOUTH CLUB

The Walgett and District Youth Club provides sporting, recreational and cultural activities for young people in the Walgett district. The centre supports and reinforces the work of local schools by fostering a range of social skills; supplementing the schools' cultural and recreational activities; promoting citizenship and a sense of community by providing a meeting place for young people; providing assistance in career education; and increasing students' awareness of the world beyond their own community. The project has been developed in 1978 without funding.

YOUTH WORKERS $10,000

Youth workers are employed to cooperate with parents and sporting clubs in organising a program of sporting and recreational activities for young people at the Coonamble and Gulargambone Youth and Community Centres. The activities include yoga, acrobatics, basketball, gymnastics, athletics, jazz ballet and soccer. They are held in a community hall in Coonamble and a youth centre at Gulargambone. The clubs have a membership of some three hundred students and the average weekly attendance is nearly one hundred and fifty.


DISTRIBUTION OF SCHOOLS IN
DISADVANTAGED COUNTRY AREAS
VICTORIA 1978
GOVERNMENT SECONDARY
PRIMARY
CATHOLIC SECONDARY
PRIMARY
MALLEE TRACK AREA
NORTH–CENTRAL AREA
WODONGA
KING VALLEY–
OVENS VALLEY AREA
BENDIGO
WESTERN WIMMERA AREA
BALLARAT
FAR EAST GIPPSLAND AREA
MELBOURNE
GEELONG
0
200km

PROJECT DESCRIPTIONS

VICTORIA

Victoria's Country Education Project reflects a very broad concept of the nature of schooling and education. The major thrust of the project has been to rejuvenate rural communities by involving them in defining their educational problems and proposing solutions. By this process it is hoped to improve the educational outcomes of the children and the availability of education to the whole community.

FAR EAST GIPPSLAND AREA

ART/CRAFT AND MANUAL ARTS PROGRAM $21,000

This program has several parts. A mobile van has been set up to provide training in a range of art/craft and manual arts skills. The driver is a qualified art/craft teacher who supplements school programs with skills and equipment, and runs evening classes in isolated communities. Where a community generates a demand and undertakes the organisation, other classes are sponsored under the program. The range of activities includes spinning and weaving, pottery, painting, carpentry, welding, leatherwork, enamelling and jewellery-making. In addition, a pool of equipment, books and periodicals is available on loan to schools and communities.

AUDIO-VISUAL EQUIPMENT FOR SCHOOL BUS $4,500

Students on the Buchan/Bairnsdale school bus spend up to three hours each day travelling. To relieve boredom, audio-visual equipment is being installed in the bus. While travelling, students will be shown a range of educational and recreational programs drawn from a pool of tapes in Bairnsdale.

CAMPING PROGRAM $17,500

Funding is provided to ensure that all students in the area can participate in a camping program for which equipment was provided through a grant awarded under the Schools Commission's Special Projects (Innovations) Program. A variety of camping activities is offered, some based at schools, some using resources within the area, and some involving excursions to other areas. These foster the development of self-reliance and cooperation, outdoor survival and leisure skills, and positive attitudes to the natural environment.

COMMUNICATIONS PROGRAM $18,500

This program has several components. A contact centre which provides many services has been set up in Orbost. It acts as headquarters for the program in the area and as a drop-in centre. It also contains a wealth of information about government services and welfare groups, and is a base for books and art/craft equipment funded by the program. An offset press is available to local schools and communities. Parts of the Far East Gippsland Area which are not covered by newspaper services have developed community newsletters. Funds are in hand for setting up a community information network based on a needs and resources survey.

CULTURAL ACTIVITIES $5,500

Group or individual entertainers have toured schools and communities thus exposing many students to live entertainment for the first time in their lives. This program has also encouraged the growth of local film societies. Many isolated communities now have regular film evenings which involve socialising and discussion over supper.

GROUP DAYS - SMALL RURAL SCHOOLS

Students and teachers from small isolated schools are brought together on a regular basis. Parent involvement is encouraged, and specialists from the Education Department and local people with experience in a variety of areas are involved in programs. Students have greater opportunities to develop social and intellectual awareness, and self-confidence by taking part in group activities that are not feasible in small, isolated schools. Teachers also have greater opportunity for professional contact and development. The project has been able to continue in 1978 without additional funding.

TRAIN TOUR $6,500

Funds were provided so that needy students from remote small schools could participate in a week-long train tour organised for Year 6 primary students by the Victorian Education Department. One of the main aims of the tour was to help students to get to know other students who would be graduating with them to secondary school.

WATER RECREATION $3,500

Many of the Far East Gippsland Area towns are close to the sea, and as a result there is a great interest in water recreation. A canoe construction course has been developed, and a rescue dinghy provided to supplement the yachting program at Orbost Primary School.

WELDING CLASSES $14,500

A series of welding classes has been held which gives priority to isolated rural areas. Instructors come from the local community, and local farmers and students participate in the program.

KING VALLEY - OVENS VALLEY AREA

COMMUNITY DRAMA GROUP $1,000

The program intends to set up and extend opportunities for people in the area to meet and share entertainment. It is also intended to create a stimulating environment which is supportive to schools. The local drama group presented three one-act plays in 1978, and further productions are underway. Plans are in hand for collecting material about the history of the local region, which will eventually form a revue.

COMPUTERS $14,000

Three mini-computers have been based at Myrtleford High School for use by all area schools and interested members of the community. The intention is to present computers to people who would normally have little or no access to them. Programs are being developed in schools and these are opening up new career possibilities for students.

GROUP SCHOOL ACTIVITIES $19,000

Funds for equipment, transport and staff facilitate the growth of group school activities in both the Ovens and King Valleys. Schools meet on a regular basis with many benefits accruing, such as increased social and intellectual awareness and self confidence in students, and professional development in staff.

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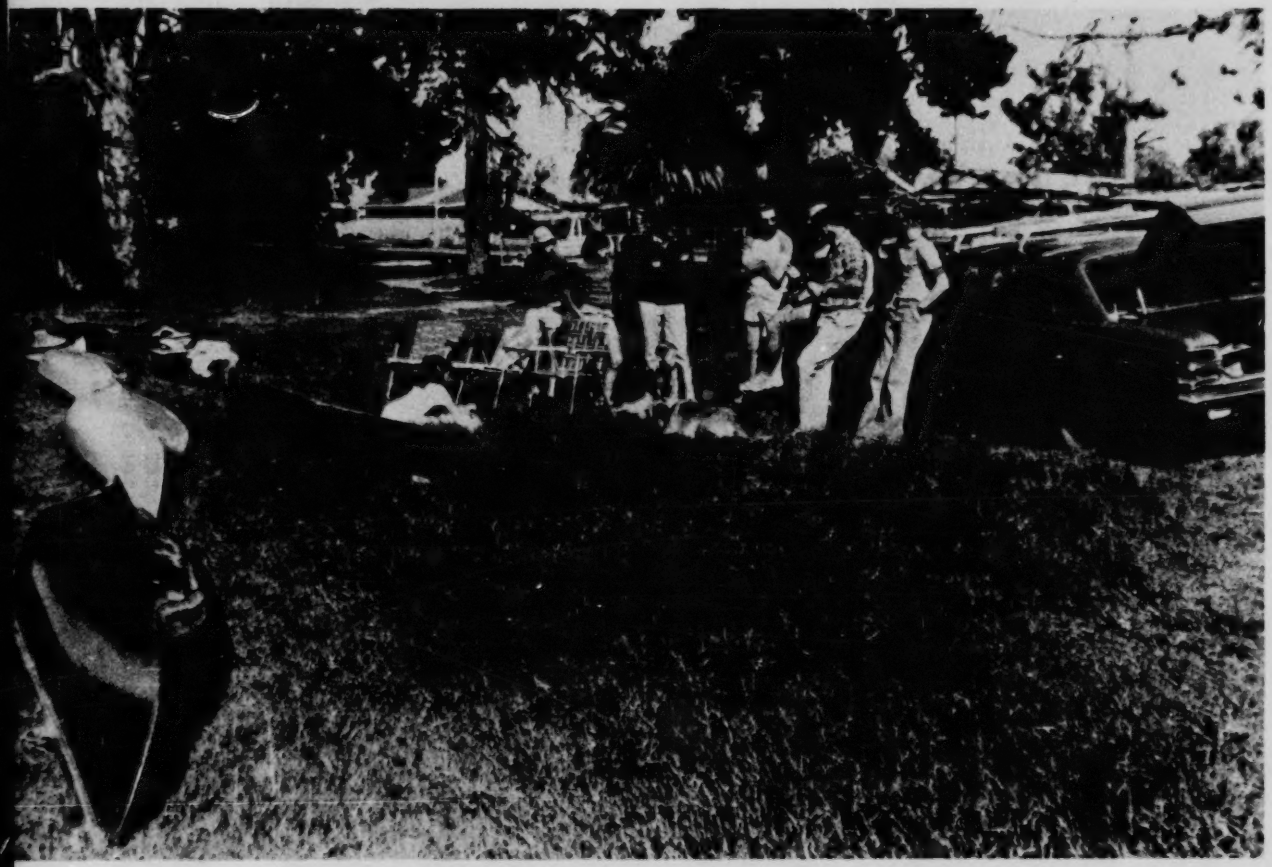

WATER RECREATION PROGRAM - VICTORIA

GYMNASTICS $10,000

A pool of gymnastic equipment has been provided for each group of rural schools in the area. This is used by schools individually as well as on group days. It is stored either in a base school or at a local facility such as a public hall. At the beginning of the program the regional physical education adviser conducted a training session for parents and staff who then took over. The program also involves local youth clubs.

LEARNER SWIMMING POOLS $2,500

More than half of the children in the area are unable to swim because they do not have access to swimming pools. The Area Committee has decided to build learner pools at Markwood, Myrtleford and Moyhu. These and the adjoining facilities will also be available to the community.

LITERACY PROGRAM $1,500

This program operates after school hours and is designed to improve levels of literacy among senior students and adults from ethnic communities in the Valleys.

MIGRANT GROUPS - SURVEY OF EDUCATIONAL NEEDS $12,500

An extensive survey of migrant education needs has been conducted by the Centre for Urban Research and Action in Melbourne. The survey is one of the very few attempts which have been made to study the needs of migrants in a rural situation. A report, *Migrants and Education in a Rural Community - A Case Study of the Ovens and King Valleys*, has been published. The report's recommendations form the basis of the work of an ethnic projects development officer.

MOBILE ART/CRAFT $35,000

The cooperation of the Victorian Education Department has been a key factor in this program. Two teachers have been seconded to operate mobile art/craft vans, one in the Ovens Valley and one in the King Valley. The teachers bring their specialist skills and equipment to the schools and provide valued professional contact for the isolated teachers. Students benefit from the extended program as well as the additional tuition.

RECREATION HUT $3,000

A simple hut has been completed at the 15 Mile School Camp in the Warby Ranges to provide a sheltered area for activities during the winter. Hundreds of students from the Valleys and the Wangaratta area use the camp each year. The range of activities and the periods of the year when the camp is functional have been extended.

RESOURCE BOOKLET $3,000

The information compiled in the needs and resources survey conducted in 1977 and revised in 1978 is to be made available to the community and to schools as a resource booklet.

MALLEE TRACK AREA

ART CONSULTANT $12,500

An art consultant was employed to serve not only the Area Committee and schools of the Mallee Track Area, but also Arts Council and other drama and art groups throughout the Mallee. The consultant coordinated the visits of drama groups including the Childrens Arena Theatre and the Rusden State College. He also laid the foundations for the Developmental Drama Program.

ART/CRAFT CLASSES $2,200

Night classes in pottery and art are held in the Patchewollock School for both students and members of the community. Patchewollock was selected as a centre due to its distance from other centres which offer similar night classes. A rationalisation has occurred whereby the instructor travels to the class rather than vice versa.

AUDIO-VISUAL COMMUNICATION

This program developed out of the need to improve communication amongst the communities and schools in the area. Every school received a colour television monitor, a video tape-recorder and a number of blank tapes. Television aerials were upgraded to improve reception. Porta-paks were placed in each of five main centres. A pool of tapes is centred at Ouyen, and there is an exchange of both commercially and locally produced tapes. All the equipment is available for community as well as school use and there are sessions for learning how to use it. The project has been able to continue in 1978 without additional funding.

BUSES $6,000

Three Mazda Parkway buses, centred in Ouyen, Sea Lake and Murrayville, are available for both school and community use and help to overcome the problems of rural isolation. Visits to neighbouring centres for sports days, cultural activities, excursions and community interaction days for groups such as the handicapped and elderly are now possible. The use of each bus is controlled by a committee of management. The project continued in 1978 with much smaller funding than the required initial outlay.

COMMUNITY AWARENESS $6,500

This program involves many schemes which are designed to help people become aware that by organising themselves they can reduce the effects of their isolation and redevelop a sense of community. Activities have included: classes in car maintenance and first aid; coaching in swimming, tennis and basketball; excursions; remedial education and assistance with travel.

DEVELOPMENTAL DRAMA $17,000

The director of the drama program heads a team of three itinerant drama teachers who conduct weekly developmental drama sessions for primary and lower secondary students. Classroom teachers also join in these sessions which are based on themes being studied in class. In this way the drama activities are directly related to the curriculum. Community drama workshops are also conducted throughout the Area. There is a wide range of language abilities among school beginners and the drama program is an attempt to develop language and social skills.

GYMNASTICS

A shelter shed at Ouyen Primary School has been converted to a gymnasium which is also available to the neighbouring convent and the high school. Use of facilities and equipment by the community after school hours is encouraged. The project has been able to continue in 1978 without additional funding.

HUMAN RELATIONS $2,000

Guest speakers from within the area and from neighbouring larger centres conduct lectures, workshops and seminars around issues affecting family life. Students and members of the community attend.

MALLEE MEDIA $1,500

Representatives from the communities throughout the Area have conducted a concerted publicity campaign amongst local newspapers. There are regular columns containing information on Program activities. Much of this work involves development of skills in journalism and photography in students and adults.

MUSIC $88,000

The music consultant employed by the Mallee Track Area Committee visits every school in the Mallee Track Area each fortnight for a forty-minute music lesson. Recorders, xylophones, drums, guitars and organs have been purchased for every school. This allows the students to practise between classes. Instrumental classes are also offered at night in the community centres throughout the Area. The program developed in response to an Area-wide demand for more convenient musical instruction and classes.

NORTH CENTRAL AREA

CAREERS AND DRAMA PROGRAM

The acquisition of audio-visual equipment by the Nathalia community has made possible the role-playing of interviews in school career programs and the taping of drama classes for later self-study. The equipment is also used to tape community activities and tapes are exchanged between schools. The project has been able to continue in 1978 without additional funding.

COMMUNITY EDUCATION CENTRES

There are community centres in Rochester, Tatura and Tongala. In Rochester and Tatura the centres have been established in former convents. In Tongala the Shire Council used donated land and a house that was moved from another site. The centres are equipped with art/craft materials, books for use by students on the school bus, audio-visual equipment which can be borrowed, sewing machines, and sporting and recreation equipment. The centres are used regularly for night classes and also serve as drop-in centres and meeting places for community groups. The project has been able to continue in 1978 without additional funding.

LITERACY AND NUMERACY REMEDIATION $9,000

This program arose out of the parents' request for extra remedial classes in which they could be involved with their children. During the school holidays there are remedial classes in literacy and numeracy which are organised by the parents and run by an expert. The parents are able to encourage their children in class and help them with follow-up work at home. During the term local tutors, usually retired teachers, cooperate with the parents to continue this tuition.

MINI-COMPUTERS $7,500

Two portable mini-computers with accompanying printers and software have been provided for sharing amongst five high schools in the region. These have greatly increased curriculum options at all levels as well as providing technological experience to students before they enter the workforce.

MOBILE ART/CRAFT $19,000

Approval was given for two art/craft teachers from the Victorian Education Department to move around the smaller primary schools in the Area with two equipped trailers. The schools are thus sharing expertise and equipment that they would not normally have had. Since visiting 30 schools each fortnight proved an excessive demand on two teachers, two additional part-time art teachers have been employed.

MUSIC $44,000

Seven music tutors, who are coordinated by the music sub-committee, assist all the primary schools with their music programs. They also work in those secondary schools which do not have specialist music teachers. Each school has a weekly class. The music tutors are members of the local community and have varied academic and teaching backgrounds. Equipment has been purchased which is shared at the regular tutors' meetings. Dance, drama, theory, instrument instruction and singing are offered.

RESOURCE CENTRE, TATURA-KYABRAM $7,000

Resources have been established in centres throughout the Area for use by schools and communities. The materials include: camping gear; projectors; audio-visual, photographic, and sporting equipment; and pottery kilns. Informal transport networks in the community ensure maximum usage of the resources.

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REMEDIAL EDUCATION PROGRAM - TASMANIA

SPORTS COACHING $1,000

Tennis coaching sessions in Rushworth and Nathalia, and athletics coaching in Nathalia, enabled local coaches to benefit from the expertise of visiting metropolitan coaches. They also gave local sportspersons of all ages skills which enabled them to participate in important local activities.

SUPPORT FOR THE INTELLECTUALLY HANDICAPPED $5,000

The staff of the Special Education Unit at Echuca conduct a program to support both teachers and handicapped students so that the children can remain in normal classes. Kits containing appropriate games and activities are rotated amongst the schools and they provide interesting material for the handicapped children during normal classes. All the students have benefitted socially from this program.

SWIMMING PROGRAM $500

Senior students and adult members of the community were given the opportunity to attend learn-to-swim classes in the evening at a heated pool. By attending in small groups they were able to avoid some of the problems encountered in large public learn-to-swim programs.

TURKISH LANGUAGE EDUCATION $6,500

The large population of Turks in the community of Tatura expressed a need for Turkish language education to overcome the language barrier between non-English speaking parents and semi-bilingual children. Classes organised by the Turkish community are conducted at Tatura Primary School during weekends. Support for the instructor's salary and appropriate literature for the classes is provided.

WORK EXPERIENCE PROGRAM

A pilot program conducted at a local milk factory offered work experience in boiler making, factory maintenance, engineering mechanics and office procedure. The success of this scheme led to meetings of careers teachers in the high schools in the Area in order to coordinate existing work experience opportunities and develop new ones. This project has been able to continue in 1978 without additional funding.

WESTERN WIMMERA AREA

CAMPING $28,000

An extensive supply of camping and cooking equipment has been established at Casterton High School. The equipment is available on loan to schools and community groups in the Area. The latter pay borrowing fees. A sub-committee monitors the program and a part-time officer is employed to maintain equipment and handle bookings. The Area includes the Grampians and many other suitable sites which provide excellent, nearby opportunities for field-study trips.

CASTERTON COMMUNITY LIBRARY $13,500

The Casterton school library was initially built with a view to becoming a community library. Funds have been used to purchase books and copying equipment. A part-time librarian not only administers the library but also coordinates resources housed at the library for neighbouring small primary schools. In this way the community library also acts as a teachers' resource centre.

CRICKET COACHING $7,000

Cricket in the Western Wimmera Area has received considerable impetus from the provision of coaching clinics. Experts from the Victorian Cricket Association and World Series Cricket ran the clinics, which also gave local coaches an insight into new methods. Facilities were upgraded to ensure the success of the program.

DRAMA - PORTABLE LIGHTING $1,000

Local cultural and drama groups used to be restricted by inadequate lighting facilities in the halls in the Area. Now that lighting equipment is available on loan, drama groups have been able to present more professional productions. Local people are being trained to use the equipment.

GYMNASTICS $2,000

Equipment has been purchased for use by schools and youth groups throughout the Area. Teachers are becoming aware of the contribution of exercises in balance and coordination to the overall development of children. The physical education adviser in the Horsham Inspectorate conducts classes in the schools in the northern section of the Area. Further cooperation with the Victorian Education Department is being sought in order to extend the program.

LANGUAGE ARTS MAGAZINE $2,000

The regional language consultant conducts this program which involves the collation of students' prose, poetry and short stories into a monthly magazine. Participating students come from a large number of Area schools in the Program which aims to develop competence in language.

MOBILE EDUCATION UNIT

A caravan, equipped with the latest materials in remediation, and a car have been provided. The Victorian Minister of Special Education approved the appointment of a qualified remedial teacher to work in the program. This teacher will work on last year's results in all the schools in order to plan an ongoing remedial program. The caravan and teacher remain in each centre for a fortnight. A remediation sub-committee of the Area Committee monitors the program. The project has been able to continue in 1978 without additional funding.

MUSIC $48,000

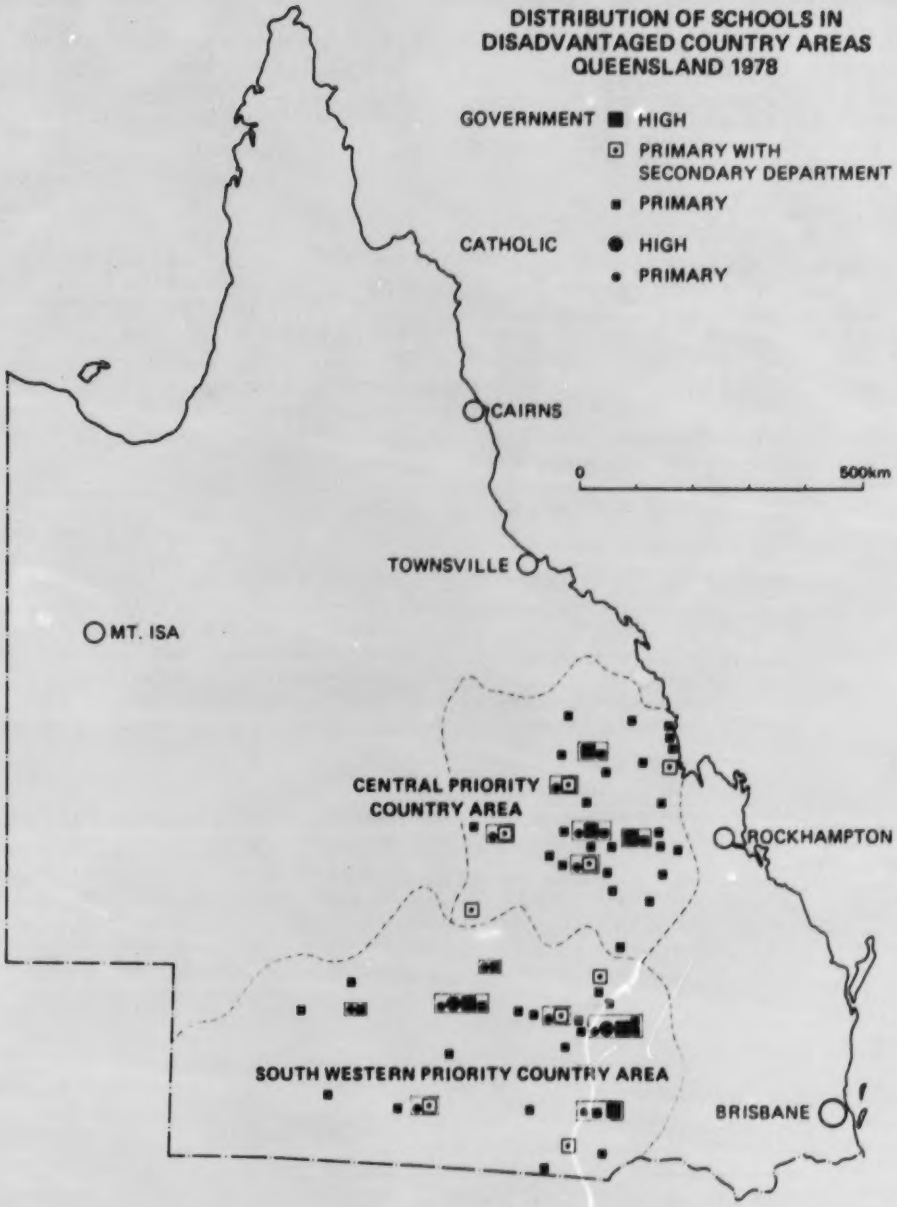
Five members of the community and two music teachers from the Victorian Education Department conduct music classes in schools throughout the Area. Student participation is central to the program, which offers movement, singing, dancing, percussion and instrument instruction. Musicians from the Casterton Vice-Regal Band also teach students to play band instruments. The program is monitored by the music sub-committee of the Area Committee.

TECHNICAL AND LIFELONG EDUCATION $11,000

The technical and lifelong education sub-committee, comprising teacher and community representatives and principals of neighbouring technical schools, administers a complex network of day and night classes. Up to 600 students and adults attend night classes at many centres throughout the Area. Funds have been used to improve these classes by providing equipment, staff and premises.

YOUTH RECREATION PROGRAM $1,000

This program developed out of concern about lack of recreational facilities for young people. The first step was to purchase a projector which is used for regular film nights. There is great potential for further development of this program.


DISTRIBUTION OF SCHOOLS IN
DISADVANTAGED COUNTRY AREAS
QUEENSLAND 1978
GOVERNMENT
HIGH
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CAIRNS
0
500km
TOWNSVILLE
MT. ISA
CENTRAL PRIORITY
COUNTRY AREA
ROCKHAMPTON
SOUTH WESTERN PRIORITY COUNTRY AREA
BRISBANE

PROJECT DESCRIPTIONS

QUEENSLAND

The aim of the Priority Country Areas Program in Queensland is to extend to students in these Areas the educational opportunities which are available in larger centres. This is being achieved through the development and expansion of curriculum and curriculum services, through increased community involvement, through the upgrading of services where necessary, and through the use of transport and technology to combat isolation.

CENTRAL PRIORITY COUNTRY AREA

MOBILE CLASSROOM $30,000

This is a pilot scheme to provide a bridge between the Primary Correspondence School and the regular classroom. The mobile classroom visits a number of localities for at least one period each term. Where necessary, students board privately in the neighbourhood so they can attend each day. The mobile classroom reinforces the activities of the Correspondence School and helps in the detection and treatment of learning difficulties.

SUMMER SCHOOLS $15,000

After a successful trial in 1977, two ten-day residential schools were held in December 1978 at Charters Towers and Rockhampton. The aim was to enrich and widen the experiences of children attending small primary schools or studying by correspondence. The schools provided the opportunity for the diagnosis of learning difficulties, and assistance with basic literacy and numeracy skills. They also gave the children a chance to participate in group activities. The schools were organised and staffed by Priority Country Areas Program personnel with assistance from local teachers and staff from the Primary Correspondence School and the Special Education Branch.

SOUTH WESTERN PRIORITY COUNTRY AREA

BALLONE BALLET PROGRAM — $3,000

Ballet lessons have been available to children in the St George area of south-west Queensland since June 1978. These have been made possible by the funding of air fares for a professional ballet teacher who makes fortnightly trips from Brisbane. During her stay the teacher is billetted with local families. Over 140 children have regularly attended classes and a successful program was held in the May holidays.

HOME CENTRE - ROMA — $50,000

A building at St John's High School, Roma, is being converted and equipped to operate as a centre for students studying home economics. The centre will also be available to other schools, organisations and groups as well as the Priority Country Areas Program recreation officer for use during evenings and weekends. The centre is intended to:

- act as a base for students studying home economics by correspondence;
- provide facilities for local students to develop the skills associated with the care and maintenance of a home as well as the preparation of meals;
- provide an area for teaching crafts such as macrame, handweaving, hand printing and sewing.

ISOLATED CHILDREN'S SPECIAL EDUCATION UNIT — $60,000

Funds for additional staff and resources have been provided to expand the services of the Unit set up by the Education Department's Division of Special Education. A speech therapist working with the Unit visits students in the region. An information system has been set up which allows teachers to locate quickly materials suitable for the needs of individual students. Tutor-training kits have also been produced for the parents of correspondence school children to help them with ideas about presenting the work.

REMEDIAL TEACHING AND RESOURCES SERVICE — $32,000

Two remedial specialists visit schools and properties in an extensively-equipped van. They assist in the detection and treatment of learning problems in liaison with the Isolated Children's Special Education Unit.

ITINERANT TEACHERS' SERVICE $100,000

Itinerant teachers visit students living on properties or attending small schools to assist these children with their correspondence lessons. A broader range of resource materials is being provided for their home supervisors and teachers. Itinerant teachers also arrange for regular activity days in each locality so that the students can meet.

MOBILE FIELD STUDY CENTRE $49,000

A field study team, with a four-wheel drive vehicle, a station sedan and trailer, and camping and scientific equipment, provides day and overnight programs for primary and secondary students. Students learn the skills and methods of a range of disciplines through studying their own environment, and have the opportunity to develop positive values and attitudes. They are also able to enjoy stimulating recreational and social experiences.

MOBILE MANUAL ARTS WORKSHOPS $50,000

Two modern workshops, one for woodwork and one for metalwork, are transported to country areas. Special resource material is forwarded to schools in advance so that students can prepare for the workshops and consolidate their experience afterwards.

MUSIC PROGRAM

Music Tuition $44,000

Since September 1977, the Priority Country Areas Program has been funding transport costs for a music teaching service for country schools. A successful program has been developed by the itinerant music teachers. A musician, who is a pilot and a teacher of several musical instruments, is enabling children in isolated areas to learn to play an instrument. He flies weekly to a number of centres.

Vacation Music Camps $15,000

Regular music camps have been organised during the holidays. These 'woolshed' camps have proved extremely popular and have provided a valuable opportunity for the young musicians to practise and perform in concert. The Priority Country Areas Program Mobile Field Study Unit attends to help with the organisation and provide a supplementary program of environmental studies.

Roma Music Centre $49,000

Musical activities in the south-west have received a new impetus with the completion of the Regional Music Centre at Roma. In addition to providing a base for the itinerant music teachers, the centre is regularly used by Roma schools and includes:

- a large rehearsal room, which is also suitable for small performances such as musical evenings;
- smaller rooms for lessons and group practice;
- rooms for private practice;
- a library/office/administrative area;
- storage of instruments and equipment.

SPECIALIST SUPPORT SERVICE $30,000

In this project, schools and their communities are provided with the assistance of two specialists - one in community welfare, the other in recreation. Their aim is to provide a range of recreational activities and to seek ways of promoting the welfare of children in the Area with a view to improving the climate for learning.

SUBSIDISED BUS $18,000

A 49-seater air-conditioned coach is provided for excursions and tours to major population centres, both within and outside the State. Children who had previously been unable to afford to take part in extended excursions, can now do so as some 60 per cent of the travel costs are subsidised by the Priority Country Areas Program. It is envisaged that the bus will cover 40,000 kilometres in the first twelve months.

JOINT AREA PROGRAMS

BROADENING HORIZONS: CULTURAL VISITS, SCHOOL EXCURSIONS AND VACATION SCHOOLS $54,000

Funds are provided for cultural visits both into and out of the Areas. Vacation schools have been organised in larger centres for isolated students to develop their cultural and social awareness. Some funds have been provided for schools for joint excursions. The cultural isolation felt by many students and their teachers is being broken down and teachers are encouraged to build a range of cultural experiences into their programs.

BUSES $38,000

Four buses have been purchased so that schools and their communities can expand opportunities for students' cultural, recreational, physical and social education. Local groups are responsible for the bus and for meeting the running expenses.

LIBRARY UPGRADING $33,000

School libraries in isolated areas are being expanded to give students access to an extensive and varied collection of library books.

MAINTENANCE SERVICE FOR AUDIO-VISUAL EQUIPMENT $29,000

Technical maintenance officers with a range of modern equipment travel to outlying schools to provide a maintenance and repair service for audio-visual equipment.

RESOURCE KITS $13,000

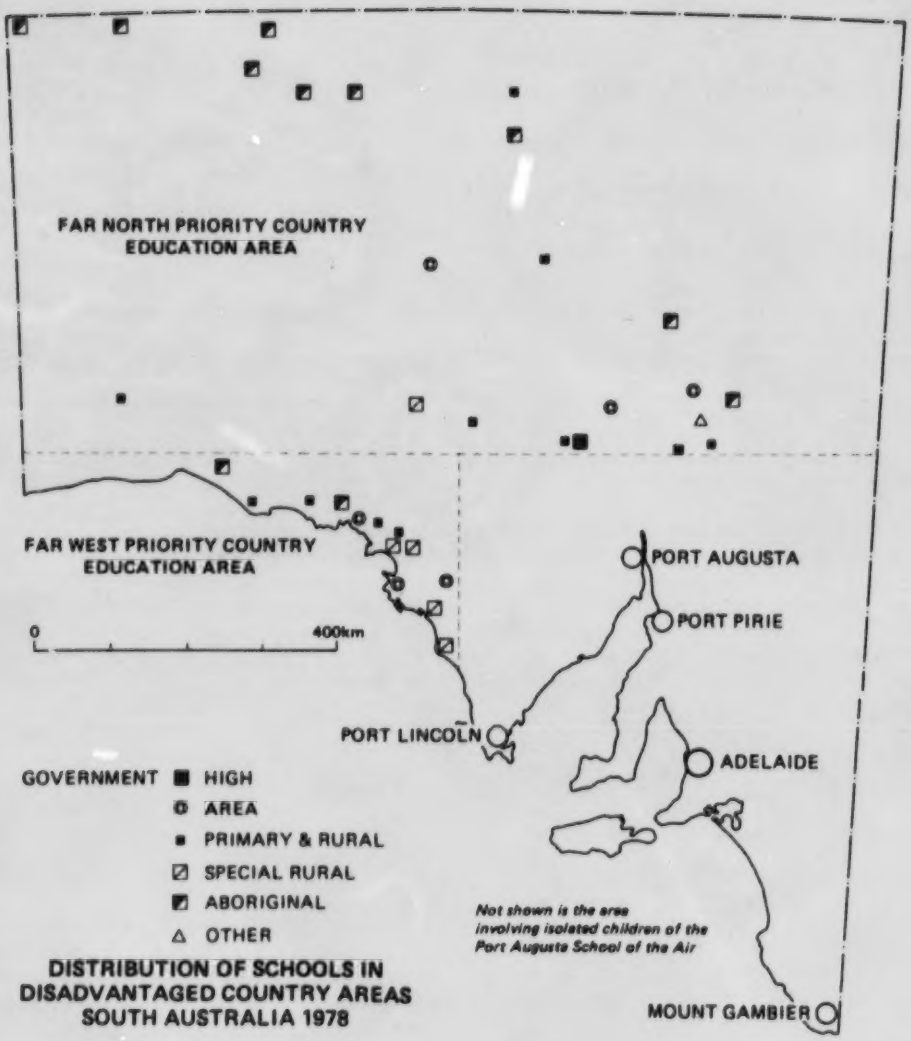
Resource kits have been established in a number of centres to enable schools to provide extra-curricular activities. The kits, which are available on loan, include equipment and materials for art and craft, camping, drama, physical education and sport activities.

VIDEO SCHEME FOR COUNTRY AREAS $160,000

By supplying video receivers to schools which are beyond normal transmission, regular Australian Broadcasting Commission educational programs can be received. In addition, programs are being produced with local content of immediate interest and relevance to country children at a range of age levels. *ROCTAPUS* (Really Outstanding Colour Television About Practically Unlimited Subjects) is a fortnightly magazine television program provided to more than 80 schools and over ten thousand students in the ten to sixteen years age group. *ROCTAPUS* helps to widen the horizons of isolated children by putting them in touch with the wider world and it involves the audience as directly as possible in influencing the content of the programs.

VOCATIONAL REFERENCE CENTRES $12,000

Because children in both Priority Country Areas Program Areas are geographically restricted in their choice of vocation, there is a need for access to careers information which can be used in the absence of qualified vocational guidance personnel. Fifteen centres, equipped with a range of tertiary handbooks, careers reference literature, attractive display stands and audio-visual equipment have been established in the two Areas. A guidance officer from Brisbane has visited the centre to ensure the general availability of materials to students in State and non-government schools, as well as to correspondence students.



DISTRIBUTION OF SCHOOLS IN DISADVANTAGED COUNTRY AREAS SOUTH AUSTRALIA 1978

PROJECT DESCRIPTIONS

South Australia

The Priority Country Education Program in South Australia stresses the development of cooperative projects involving several isolated schools and their communities. The networks, which develop during the planning and the operation of these projects, are seen as an important way of reducing isolation. The Program is demonstrating that groups of schools, working through their local action committees, can undertake complex ventures. Many of these committees are no longer concerned only with the 'bread and butter' issues of preparing Program submissions. They have become catalysts for the exchange of ideas, for the development of cooperative programs which require little or no funding, and for schemes to promote the more equitable sharing of resources. The Program also supports the Correspondence School, the School of the Air and Aboriginal education in special projects to assist children who live in situations which are too remote for them to be greatly involved in shared projects.

FAR NORTH PRIORITY COUNTRY EDUCATION AREA

ASSISTANCE TO SCHOOLS ALONG THE TRANSCONTINENTAL RAILWAY $10,000

At Tarcoola the Program has funded a paved sports area for local school and community use and inter-school sports. Materials have also been funded for an expressive arts project to be shared by Tarcoola, Kingoonya and Cook. At Kingoonya, funds have been made available to purchase physical education and playground equipment. The Program has also provided a subsidy for students to visit Adelaide.

CHILD/PARENT CENTRE $12,500

A child/parent centre has been established at Coober Pedy Area School and personnel have been funded to develop a program at junior primary level which includes English and Greek language and cultural lessons.

COMMUNITY NEWSPAPER $4,000

The Program has supported the development of the school newsletter into a locally produced newspaper for the isolated opal mining town of Andamooka. Because the local population is multicultural, news items are printed in three languages.

CURRICULUM DEVELOPMENT MATERIALS $3,500

Blinman Rural School has been provided with funds which enabled the purchase of a videotape recorder, monitor and tapes. This has allowed its own students, and those from neighbouring Parachilna Rural School, access to a wider range of television programs.

EXTENSION OF SECONDARY COURSES $5,500

Funding has enabled an extension of the secondary courses offered to students at the Marree Aboriginal School. These include a stock management program in which students are encouraged to care for, and market, poultry. Technical studies and home economics courses have also been further developed.

HOME SUPPORT SCHEME FOR CORRESPONDENCE STUDENTS $5,500

Teachers from the Marree Aboriginal School have been funded to act as home tutors to students receiving correspondence lessons through the South Australian Correspondence School or the Port Augusta School of the Air. Provision has been made for travel costs and relief assistance to the school while these teachers visit students. The Program also subsidises the students so they can meet and share excursions.

INTER-SCHOOL STUDIES $18,000

The Program is encouraging Leigh Creek to act as a 'hub school', providing support and services to schools in small settlements in the northern Flinders Ranges. A diesel bus has been provided so that students from Nepabunna and Marree Aboriginal Schools, and Blinman and Parachilna Rural Schools can travel to Leigh Creek Area School. The activities available include technical studies, photography and pottery.

LANGUAGE/DRAMA PROGRAM $18,000

Schools in the Far North Priority Country Education Area have been visited by the 'Community Arts Team'. This group spent a week in each of the main centres of Coober Pedy, Leigh Creek and Woomera, and shorter periods in other centres. The team worked with eleven schools and in each case obtained enthusiastic local participation. They succeeded in involving teachers, students and members of the community in creative drama programs.

MOTOR MAINTENANCE PROGRAM $2,500

Andamooka Area School has established a motor vehicle maintenance program for which a workshop, tools and equipment have been provided. The workshop was erected and a pit installed with community help. Demonstration motors have been set up. The motor maintenance workshop is attracting adults as well as students.

NORTH-WEST ABORIGINAL SCHOOLS

The Program has assisted six schools in the remote north-western corner of South Australia which cater for people from the Pitjantjatjara Aboriginal communities. The closest schools are more than ninety kilometres away from each other, the group of schools spanning eight hundred kilometres.

Assistance with Transport $36,500

A 35 passenger bus, garage and maintenance facilities have been funded for the remote north-western Aboriginal schools. The bus, which is based at Fregon, is available to Ernabella, Fregon, Pipalyatjara, Mimili and Amata schools. The people in these communities are now able to meet for sports days, concerts and other social occasions. The schools can also plan for excursions. All these activities increase the opportunity for interaction between English-speaking communities and Aboriginal children, which is an important aspect of the project. Groups using the bus pay a set charge per kilometre for repairs and running costs.

Conference Attendance $1,000

The Program acknowledges that teachers in the north-west are also isolated from their colleagues. By funding travel costs it was possible to organise a Disadvantaged Country Areas Program Conference for these teachers. It took place at the Quorn Mill in October 1978.

Technical Studies Facilities $11,500

Technical studies equipment has been provided at both Amata and Indulkana to give students the opportunity to learn woodwork, metalwork, welding and motor vehicle maintenance. The Program is also helping unemployed Aboriginal school leavers to learn skills which may help them to find employment.

OUTDOOR LEARNING ENVIRONMENT $4,500

Funds have enabled the establishment of an outdoor sports area at Parachilna, a small settlement south of Leigh Creek. The sportsground, which is the only sealed surface in the town, is used for netball, tennis, physical education and as a recreation area for the community. Sporting groups from Leigh Creek and Marree will now be able to include Parachilna in their itineraries.

SCHOOL/COMMUNITY LIBRARY $3,500

A small community library has been established at Nepabunna Aboriginal School. Special efforts have been made to cater for the interests of community members, unemployed youths and school leavers. It is hoped that the provision of interesting magazines and books will encourage the community to identify more closely with the school. The library is housed in a multipurpose room in which there is also a pinball machine and coffee making facilities.

VIDEO FACILITIES $3,000

Alberga Mobile Rural School serves a construction campsite for workers who are building a new railway line in the far-north. The school is moved periodically as the new line is extended towards the South Australian/Northern Territory border. Funds have been provided for video facilities so that news shows, documentaries and current affairs can be seen in the evenings and school broadcasts can be seen during the day.

WORK EXPERIENCE AND TRAVEL PROGRAM $4,500

Woomera is a very isolated town, 500 kilometres north of Adelaide, which is based on Department of Defence and space research activities. Funds have been made available to Woomera High School to subsidise all students for a visit at least once a year to a larger centre and to subsidise students in Years 10 and 11 for work experience in larger towns.

BEST COPY AVAILABLE

FAR WEST PRIORITY COUNTRY EDUCATION AREA

CITY EXPERIENCE FOR COUNTRY STUDENTS — $4,500

Funds have been made available to subsidise travel and accommodation expenses for students from the Far West Area to enable them to visit Adelaide and gain first hand experience of city life and vocations.

COMMERCIAL STUDIES FACILITIES — $3,500

Four special rural schools (Haslam, Elliston, Port Kenny and Wirrulla) have purchased equipment to supplement their commercial courses. This includes typewriters, PBX exchanges, dictaphones and adding machines. The program pays for instructors who assist with the modified courses.

EXPRESSIVE ARTS — $14,000

Funds have been provided to subsidise the production and travel costs of dance and drama groups to enable them to visit schools in the Far West Area. The 'Community Arts Team' worked with Mudamuckla, Nunjikompita, Coorabie and Penong schools. 'Theatre Express' visited Streaky Bay, Ceduna and Karcultaby Area Schools, and the 'Troika' drama team visited Elliston, Port Kenny, Haslam and Wirrulla Special Rural Schools. Both the schools and their communities were involved in these visits.

FOCUS ON EDUCATION WEEK — $2,000

A week of special activities was organised to focus the attention of the far west communities on current educational issues. Public meetings and discussions, and visits from advisers and leading officers of the Education Department of South Australia took place over the Eyre Peninsula. The project was planned and administered by the Regional Education Office at Port Lincoln.

HIRE OF AIRCRAFT FOR CONSULTANT — $5,500

Under the Program a consultant teacher who is also a qualified pilot is granted an aircraft hire budget. Many more visits can now be made to schools in the far-west of the State at a fraction of the cost of making such visits by car. Regular scheduling of the visits has allowed both schools and the consultant to plan ahead. The Program also funds additional materials and musical instruments which the consultant leaves on extended loan at remote rural and Aboriginal schools.

HOME ECONOMICS EXTENSION COURSE $200

Materials and equipment have been provided to extend the home economics course at Haslam Special Rural School. The project aims to introduce country students to continental foods and cooking techniques which are taken for granted in the city.

MOBILE LIBRARY RESOURCE $2,000

Haslam and Wirrulla Special Rural Schools and Mudamuckla and Nunjikompita Rural Schools are using the far-west resource van to exchange books and resources. The program funds local assistance at each school to catalogue resources, to record transactions and to maintain the materials.

MOBILE RESOURCE VAN AND TEACHER $19,000

A mobile resource van, stocked with a range of modern teaching equipment and education aids, was funded in 1977. The project has been made more effective by the addition of a tandem trailer for transporting camping and sporting equipment, and other large items which can be shared amongst Haslam and Wirrulla Special Rural Schools, Mudamuckla and Nunjikompita Rural Schools and Yalata and Koonibba Aboriginal Schools. The van is based at Ceduna Area School and staffed by a teacher-driver who is funded by the Program. The resource van spends two out of every three weeks on regular visits to the six schools in the district. Ancillary staff time for cataloguing materials and maintaining records is also provided under the Program.

SCHOOL/COMMUNITY LEARNING AND RECREATION CENTRE $19,000

A double transportable building has been moved seventy kilometres from Ceduna to Penong Primary School. The building has been renovated and is now serving as a centre for activities for the school and community.

SCHOOL/COMMUNITY LIBRARY $5,000

Funds have been made available to maintain and extend the range of fiction books, magazines and cassette tapes provided on loan to six towns near Karcultaby in the far west of the State. The books and resources are exchanged via a bus provided and maintained under the Program. The bus, which is based at Karcultaby, is also used by the six schools in the area for excursions, camping and community outreach projects.

SHARED ART AND CRAFT FACILITIES $1,500

Ceramic art equipment has been installed at Elliston Special Rural School to provide improved art and recreational facilities for both Elliston and Port Kenny students. Adult groups are also keenly involved.

SHARED CAREERS COUNSELLOR $11,000

Communities in the far-west believed that school students required more insight into the range of job opportunities available. A full-time careers counsellor has been appointed to provide regular visits and an ongoing careers program within the predominately rural area served by Streaky Bay and Karcultaby Area Schools and Wirrulla, Haslam, Elliston and Port Kenny Special Rural Schools. A vehicle and additional resource material are supplied. The program, which began in 1978, is to continue in 1979.

SHARED MATHEMATICS AND PHYSICAL EDUCATION RESOURCES $1,000

Nunjikompita and Mudamuckla Rural Schools have such small enrolments that expensive physical education equipment could not be justified for each school. The Program has funded the purchase of equipment which is shared by the schools and transported by the far-west resource van.

SHARED SPECIALIST PHYSICAL EDUCATION TEACHER $21,000

A physical education specialist has been appointed to work with six schools in the Streaky Bay area. The program has provided a van and resource trailer, and physical education apparatus. The project supports a comprehensive program of physical education, sports tuition and recreation activities in an area where such opportunities are severely limited. The schools involved are Streaky Bay and Karcultaby Area Schools and Haslam, Elliston and Port Kenny Special Rural Schools.

SOUTH AUSTRALIAN CORRESPONDENCE SCHOOL $5,000

Art Curriculum Materials

The grant will enable the school to produce an improved correspondence course in art. Audio-visual packs containing coloured photographs and audio-tapes will make the course more stimulating to children who have little access to art displays and galleries.

Telephone Services

Students in remote areas who are undertaking correspondence courses are encouraged to make reverse charge telephone calls to their supervisors. Their home tutors and the school itself are also funded to make additional calls to children who are having difficulties with their work.

TELEVISION COPYING FACILITIES $5,000

The Educational Technology Centre in Adelaide records with permission those educational programs required by the schools and the tapes are then shown on equipment provided under the Program. This means it is now possible for students to see television programs which were previously not received in the Far West Area.

YALATA ABORIGINAL SCHOOL

Mathematical Teaching Aids $500

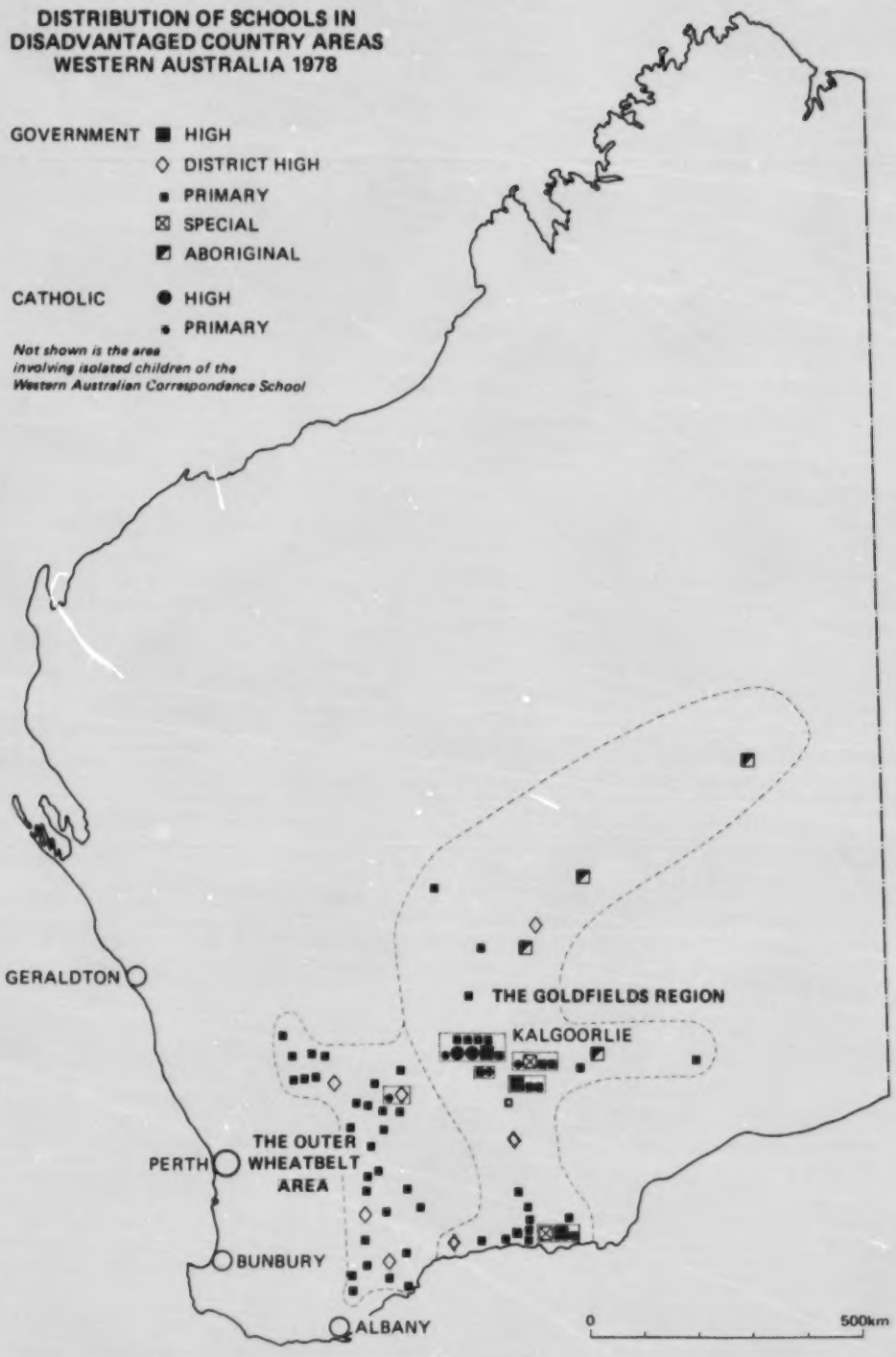
Yalata Aboriginal School has been provided with teaching aids which the teachers believe will be more effective in teaching mathematical concepts to the Aboriginal children.

Child/Parent Centre $2,500

The existing facilities at the child/parent centre on the settlement have been supplemented with additional furniture, toys, educational games and activity materials. The local action committee believes that early childhood is a critical time for forming positive attitudes between school and community.

Curriculum Materials $3,000

Funds have been provided to supply consumable materials and equipment for an automotive maintenance course and a photography workshop. An illustrated series of 'Yalata Readers' featuring local children and scenery has been produced with the help of the photographic workshop.


DISTRIBUTION OF SCHOOLS IN
DISADVANTAGED COUNTRY AREAS
WESTERN AUSTRALIA 1978
GOVERNMENT
HIGH
DISTRICT HIGH
PRIMARY
SPECIAL
ABORIGINAL
CATHOLIC
HIGH
PRIMARY
Not shown is the area
involving isolated children of the
Western Australian Correspondence School
GERALDTON
THE GOLDFIELDS REGION
KALGOORLIE
PERTH
THE OUTER
WHEATBELT
AREA
BUNBURY
ALBANY
0
500km

PROJECT DESCRIPTIONS

WESTERN AUSTRALIA

In this vast and sparsely populated State the main emphasis has been on improving the educational experience of students in isolated areas by extending and enriching the curriculum with a variety of resource materials. Opportunities have been created for students to travel out of their localities to broaden their experience and understanding. In less sparsely populated areas, where community education programs have been possible, resource centres have been set up and communal programs established to create a more stimulating environment for students.

THE GOLDFIELDS AREA

BASIC SKILLS REMEDIAL WORKSHOP $9,500

Workshops in literacy and numeracy have been held to strengthen teachers' strategies and techniques in organising and implementing remedial programs for students.

BUS HIRE $12,000

A hired bus was provided for isolated schools in the North Eastern Goldfields Region where a bus was not available locally Excursions have been organised by schools ranging in size from one-teacher to a district high.

COMMUNITY INVOLVEMENT PROGRAM $30,500

Funding enabled the Area Advisory Committee to finance activities proposed by local communities for the benefit of children and their families. Activities included workshops, youth leadership training courses and community resources to enhance students' capacity to benefit from their education.

COMMUNITY RESOURCE CENTRE - ESPERANCE $29,000

Additional classroom resources have been added in 1978 and housed at the rear of the Shire Council offices. A teacher/librarian and a clerk/typist staff the centre which services southern schools and community organisations working with young people.

CULTURAL ENRICHMENT PROGRAM $10,500

A cultural program was funded under the Program through the Area Advisory Committee. Dramatic groups, folk musicians and shows, sponsored by the Western Australian Arts Council, toured the region and made contact with isolated communities.

EDUCATION COMPLEX - GOLDFIELDS AREA

The major education complex established in Kalgoorlie in 1977 has been extended to include an Aboriginal Education and Information Centre and additions to the camp school.

Aboriginal Education and Information Centre $5,000

Funding was used to provide furniture and resources for the Aboriginal Education and Information Centre. The educational liaison officer attached to the centre services the needs of Aboriginal students and communities throughout the region.

Camp School $49,500

Conversion of the old Eastern Goldfields Senior High School was continued in 1978 to upgrade the ablution areas, dormitories and staff room. A camp school officer was engaged to administer the camp and provide assistance to groups using the facilities. Special purpose camps for students from schools within the region, especially the smaller schools, have met with a keen response.

Goldfields Education Resource Centre $20,500

During 1978 classroom resources for social studies, science, health education, drama and junior primary were added for lending to schools. A part-time teacher and a full-time library assistant were employed enabling the centre to open for longer hours to serve both the schools and members of the community.

Remedial Clinic $15,000

A trained teacher and a teacher aide were again employed in 1978 to provide a diagnostic, remedial and advisory service in literacy and numeracy. The clinic provided resources, training, support and advice to assist teachers and parents in their work with students. Remedial camps were organised for students from the outlying schools.

Social and Spiritual Development Resources $7,500

A variety of resources including audio-visual aids has been placed in the Goldfields Education Resource Centre to cater for the social, spiritual and moral development of young people in the area. These are additional to those acquired in 1977, and cover areas such as aspects of health and parent education, social problems, interpersonal relationships, religious and moral awareness. These resources are used not only in the schools but in a variety of community groups and counselling situations.

Vehicle Operation $6,000

The maintenance and running costs of the camp school bus and the resource van which were purchased in 1977 were met from these funds.

GOLDFIELDS CONCERT BAND $6,000

This project aimed to set the foundations for a youth concert band. Two part-time tutors in brass and woodwind instruments were engaged to work with selected students from the Kalgoorlie and Boulder schools. Forty-five students were involved in the lessons which took place during and after school. Instruments, accessories and music stands were also provided.

GUITAR TUITION $8,000

A part-time tutor was engaged to provide guitar tuition to 260 primary students in the Kalgoorlie and Boulder schools. Instruments were also provided.

RECREATIONAL PROGRAM $6,500

Recreational equipment has been provided through the resource centres for lending to those community groups working with children in leisure time activities.

REGIONAL BUS $17,000

Due to the unavailability of transport for schools in the Esperance region, a second-hand 29 seater bus was purchased for excursions in and out of school hours.

SPORTS COACHING CLINICS $1,200

Funding was provided for coaching clinics for young people in a variety of sports using both local coaches and others from outside the district.

TRAVEL SUBSIDIES $40,000

Funding has been provided to the 43 schools in the Area for travelling locally and for longer excursions and camps.

WORK EXPERIENCE PROGRAM $6,000

Secondary students in Year 10 from Laverton, Norseman and Ravensthorpe District High Schools and Kambalda High School participated in this program to experience a variety of employment situations in Kalgoorlie and Esperance. Students from the outlying centres also obtained valuable information from the Careers Reference Centre in Kalgoorlie. Funds were used mainly for travel and accommodation.

ISOLATED CHILDREN OF THE WESTERN AUSTRALIAN CORRESPONDENCE SCHOOL

ABROLHOS ISLANDS RESOURCES AND TEACHER TRAVEL $2,500

Further resources were provided for students who live on the Abrolhos Islands during the rock lobster season. The resources were distributed by the coordinating teacher who travelled from the mainland by boat or helicopter. When not in use the resources are stored at the Geraldton Education Resource Centre.

ISOLATED STUDENTS MATRICULATION SCHEME $9,500

Support funding for equipment and reference materials in history, biology, mathematics, economics, science, art and English was provided for matriculation students studying by correspondence. Travel to Perth was subsidised to enable students to obtain practical experience in various subjects, discuss difficulties with the teachers and obtain vocational guidance.

KITS FOR ISOLATED FAMILIES

A variety of educational kits has been provided on long-term loan to isolated families. The number of kits has been increased and they have been modified or replenished with consumable items. They are provided to stimulate interest, to make lessons more meaningful and to provide practical experience. Costs associated with the despatch of the kits are included in the funding of the project.

Art and Craft $30,000

Kits were up-dated and consumable items replenished. In addition to the creative materials in the kits, sets of colourful laminated pictures and commercially produced slides were provided to stimulate appreciation of art forms and to illustrate various media forms and techniques.

Mathematics **$6,500**

Mathematics kits supplied to isolated families on extended loan have become a vital supplement to the courses at all levels. Concrete materials at primary level assist students to master the concepts of mass, volume, balance, length and equality. A variety of mathematical games and activities has been supplied to stimulate interest and provide enrichment.

Music **$5,500**

Pilot kits which were developed in 1977 for lending to isolated students have been modified. Three kits are now available: one for junior primary; one for middle primary; and one for senior students. Each kit contains percussion instruments, recorders and cassettes. These help in the development of students' music appreciation. The middle primary kit also contains a ukelele and appropriate instructional material. The senior kit contains a guitar and the guitar tutor provides students with personalised instruction on cassettes. A music appreciation cassette lending library has been established and tapes can be borrowed for three weeks.

Physical Education **$5,500**

Physical education resources supplied to children in isolated families during 1977 have been modified by the Western Australian Correspondence School. A basic kit consisting of items such as rope, tennis and inflatable rubber balls, bean bags, small bats, suggestions for activities and instructional materials is supplied on long-term loan to families. Eight major sport options, netball, football, soccer, basketball, tennis, softball, hockey and cricket, are available for short-term loan. Totem tennis has also proved popular.

Science **$3,000**

The provision of a practical component in science courses for isolated secondary students has been a major problem. The chemical components of kits were replenished and Australian Science Education Program materials provided. Asbestos bench mats have been supplied for use in the home classroom during experiments involving heat or corrosive chemicals.

Social Studies **$6,000**

Kits have been developed by the Western Australian Correspondence School to provide students at all levels with reference materials and audio-visual aids. The kits include a variety of maps, current affairs information, topic-structured information cards, cassette tapes and slides.

BEST COPY AVAILABLE

MOBILE SUPPORT SERVICE WESTERN AUSTRALIA

LOCALISED STUDY $1,000

A teacher from the Western Australian Correspondence School visited Rawlinna on the Trans-Australian Railway line to work with secondary correspondence students and develop a thematic approach to lessons. Environmental studies received particular attention. Audio-visual materials were used and new ones produced.

PILOT VIDEO PROGRAM $4,000

The Carnarvon School of the Air is conducting a pilot video program which is jointly funded by the Disadvantaged Country Areas Program and a grant from the Innovations Program. The scheme provides video-taped material which can be used as a teaching aid and stimulus for isolated correspondence students. The Program has supplied two video cassette recorders and two colour receiver monitors.

PRIMARY CAMP SCHOOL $1,500

A camp school for primary children was conducted in November by the Education Department of Western Australia with support funding from the Disadvantaged Country Areas Program. A variety of cultural, social, educational and recreational activities was arranged for the camp which was held at Point Peron, near Rockingham. The students went by ferry from Fremantle to Rottnest Island to study flora, fauna and historical points of interest. They also had a trip to Serpentine Dam to obtain first hand knowledge of the metropolitan water catchment system and the problem of 'die back' in the State forest.

RESOURCES AND REFERENCE MATERIALS $62,000

Reference materials, aids and equipment were further expanded to keep pace with new and improved courses in various subject areas, especially at secondary level. Care has been taken to select those which students will find interesting and enjoyable. Parents and supervisors were involved in the selection process. The resources are housed at the Western Australian Correspondence School and at the five Schools of the Air at Kalgoorlie, Meekatharra, Carnarvon, Port Hedland and Kimberley. Resources from the Goldfields Education Resource Centre continue to be made available at the Kalgoorlie School of the Air. Long-term loans can be arranged for students. A special grant was made to the Western Australian Correspondence School to assist in replacing the resource and reference materials which were destroyed or damaged by a fire.

SECONDARY CAMP SCHOOL $7,000

The inaugural camp for secondary correspondence students was conducted in April at Point Walter on the Swan River in Perth. A variety of cultural, social, educational and recreational activities was arranged. Students participated in sport and orienteering, drama, a television workshop, practical science lessons and a number of excursions designed to correlate with social studies lessons. Films, a quiz, a social and a barbecue were enjoyed in the evenings.

SEMINARS FOR PARENTS/SUPERVISORS $40,500

Seminars were held for parents/supervisors of correspondence students at Carnarvon, Halls Creek, Kalgoorlie, Meekatharra and Perth to assist them with the supervision of lessons and making best use of resources, to discuss the contents of new courses and to exchange ideas related to the home classroom. Parents, supervisors and students were given an opportunity to meet teachers and discuss the educational programs. Craft, drama, music and physical education activities and excursions were arranged for the children. In addition the Western Australian Correspondence School was funded to conduct a three day seminar for novice supervisors during the first school week in February.

WESTERN AUSTRALIAN CORRESPONDENCE SCHOOL SUPPORT STAFF AND EQUIPMEN. $2,000

A part-time clerical assistant was employed and equipment purchased to support professional staff in the management of resources.

THE OUTER WHEATBELT AREA

CAREERS GUIDANCE $200

Funds were provided to enable secondary students in the Yilgarn district to travel and stay in Kalgoorlie while they visited the Careers Reference Centre.

COMMUNITY EDUCATION RESOURCE CENTRE - JERRAMUNGUP $23,500

The centre, erected on Shire Council land at Jerramungup, became fully operational and a part-time library ancillary staff member was engaged to service the schools and community groups. Funds were directed towards the purchase of the transportable building, the acquisition of classroom-related resources and of audio-visual, camping, photography and craft equipment.

COMMUNITY EDUCATION RESOURCE CENTRE - LAKES DISTRICT $15,000

The resource centre, which was established at Lake Grace in 1977, became fully operational. Additional learning materials, which emphasised junior primary and percussion instruments, were provided. A part-time clerical assistant was engaged to service the schools and community groups.

COMMUNITY EDUCATION RESOURCE CENTRE - MT MARSHALL $20,000

The centre continued to operate from rented premises in Bencubbin during 1978. A part-time clerical assistant managed the centre and serviced the schools and community organisations. Funding was mainly directed towards the acquisition of additional resources for the classroom and general equipment.

CULTURAL ENRICHMENT SUBSIDY $19,000

Funding enabled the Area working parties to arrange performances by touring groups for schools and community groups. Emphasis was placed on ballet and live theatre, and students were able to participate in workshops. Students and their families in the smaller, isolated centres were also shown films.

EXPERIENTIAL CAMPS $4,500

Children from Years 4 to 7 who were selected on the basis of ability and interest in various camp themes attended four two-day experiential camps at Southern Cross. The students had the opportunity to work with specialist teachers in a number of areas: drama and media; mathematics and science; music, drama and art; social studies and communication. The camps are held in an unlicensed hotel which can accommodate 50 children, teachers, several parents and visiting specialists.

FARM MANAGEMENT SEMINAR $200

Twenty-six boys in Years 8 to 10 inclusive and six immediate school leavers had the opportunity to participate in a farm management seminar conducted at Newdegate in July. The program included sessions on farm safety and opportunities for employment in agricultural education.

FIRST AID COURSE $300

Children and their families attended a series of 13 lessons at Mt Hampton organised by the St John's Ambulance Brigade. A high level of community response was achieved for this project which served the needs of isolated families.

RESEARCH ACTIVITIES $1,000

Funding assisted with travel and accommodation costs associated with the Schools Commission's study of country school leavers.

RESOURCES AND EQUIPMENT - YILGARN $21,500

The provision of classroom-related resources was given priority in the Yilgarn district with particular emphasis on literacy and numeracy skills, and spiritual education. The resources were housed at the Southern Cross District High School and a part-time library assistant was engaged to catalogue and distribute them. A caravan shell was purchased to improve mobility and provide storage for camping equipment. In addition recreational equipment for badminton, swimming and gymnastics was provided for the youth of the Yilgarn district. Local volunteers have instructed the children in these sports both during and after school hours.

SOCIAL DEVELOPMENT SEMINARS $2,500

A series of lectures and workshops on problems related to youth in the community were conducted in the Lakes District. The seminars involved both adults and students, and dealt with problems such as sex education, drug and alcohol dependency, family communication, and coping with grief and anxiety.

SPORT COACHING CLINICS $12,000

Coaching clinics in cricket, tennis, basketball, badminton, golf and football have been conducted by professional coaches from Perth. The coaching was also available to members of the communities and particularly to local coaches who work with children.

TRAVEL SUBSIDIES $34,500

Funding has been provided to the 34 schools in the area, both for travelling locally and for longer excursions to camps outside the area.

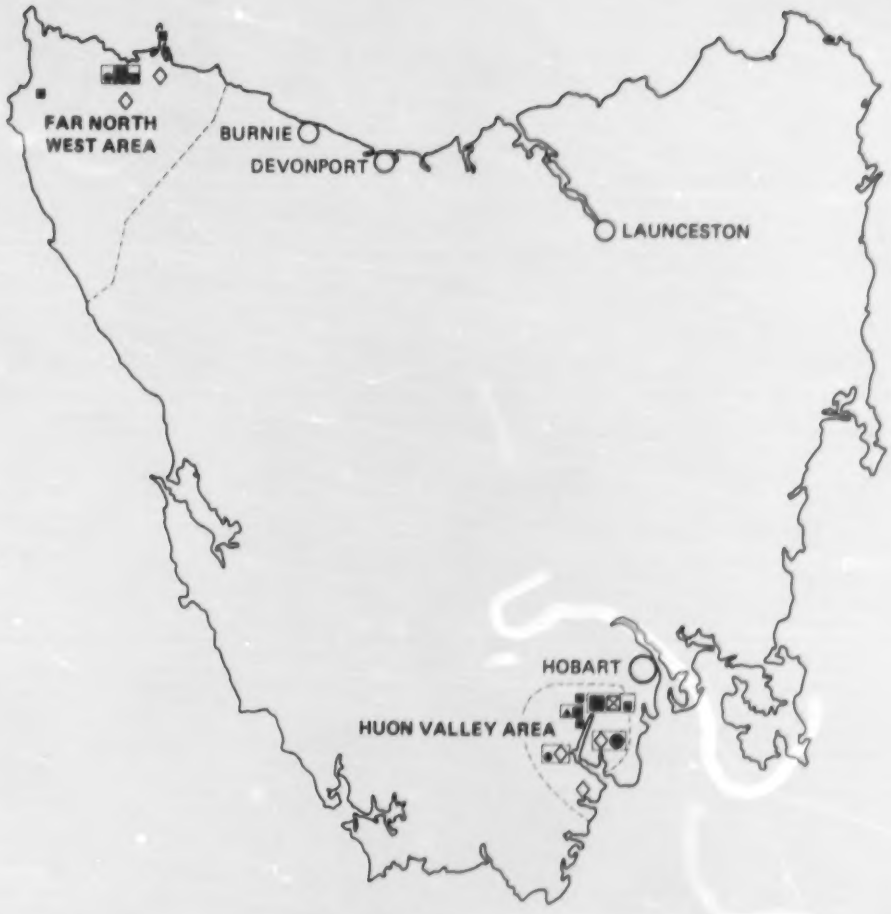
JOINT AREA PROGRAMS

MOBILE SUPPORT SERVICE $29,000

The Mobile Support Unit operated in the Correspondence and Goldfields Areas. A vehicle was provided by the Country Women's Association and its operational and resource costs were met by the Program. A teacher experienced in remedial and special education visited isolated children who were having learning difficulties, and children in one-teacher or two-teacher schools. Supporting the parents of these children was also an important aspect of the work. The vehicle was used for trips of two to three weeks' duration.

TALENTED CHILDREN'S PROGRAM $5,000

A variety of enrichment materials and activities was provided in the Correspondence, Goldfields and Outer Wheatbelt Areas to challenge those students who displayed particular talents.



DISTRIBUTION OF SCHOOLS IN DISADVANTAGED COUNTRY AREAS TASMANIA 1978

PROJECT DESCRIPTIONS

TASMANIA

Tasmania's Country Education Program is extending the range of specialist services available to schools in the declared Areas. Emphasis is placed on the sharing of both personnel and resources among groups of schools, and on developing the capacity of whole communities to benefit from education and to support the work of schools.

FAR NORTH-WEST AREA

During 1978 the Far North-West Education Committee was formed. As in the Huon Valley, it is composed of community representatives and professional educators. The committee has received funds to arrange for cultural activities and to subsidise student travel to other parts of the State to broaden their educational experience.

PROJECT TEAM $29,000

The anticipated three additional appointments to the team did not eventuate because of the lack of suitable applicants but a music teacher was appointed and is making a significant contribution to the program. Funds were provided to enable the Tasmanian Education Department's speech therapist to visit schools in the area more frequently. The social worker has continued to provide valuable assistance to schools.

SCHOOL/AREA-BASED PROJECTS $13,000

In addition to the travel assistance and encouragement of cultural activities within the region the most notable project undertaken is the development of an arts and crafts program which makes use of local expertise. It has demonstrated the value of using talents and abilities already existing in the area.

HUON VALLEY AREA

AREA RESOURCE CENTRE — $10,000

The Bowmont Community Centre has continued to develop as a base where members of the project team and program participants from the wider community can plan, direct and evaluate activities. Materials have been provided so that teachers can use Bowmont as a resource centre and members of the team can take materials into schools. The appointment of a coordinator has resulted in closer collaboration between members of the community and the project team.

SCHOOLS AND AREA BASED PROJECTS — $50,000

The Huon Valley Education Committee, which is made up of professional educators and community representatives, has received funds to arrange cultural activities for schools and the community. The Committee also subsidises travel for students in order to broaden their educational experience, and takes other educational initiatives.

REMEDIAL EDUCATION — $28,000

Area-based consultants are supplying a diagnostic service and assisting teachers to produce remedial programs in language and mathematics. They are also working with teachers to encourage parent participation in language development programs. The role of the consultants has been extended by providing some part-time remedial teachers for schools.

SCHOOL-COMMUNITY RELATIONS — $40,000

Program officers have been appointed to work with groups of schools in the area. Their long-term aims are to increase parents' awareness of their role in their children's education and to raise parents' aspirations for their children. The officers are attempting to build closer links between home and school.

SHARED SPECIALIST TEACHING — $38,000

Two music consultants are encouraging music education, particularly at the primary level, and assisting classroom teachers to increase their confidence. A speech therapist works with individual students and cooperates with the remedial teachers to foster the language development of students. The speech and drama teacher is also very effective in the language development programs.

APPENDIX 1

DISADVANTAGED COUNTRY AREAS PROGRAM

FINANCIAL ALLOCATIONS TO STATES, 1978

(December 1978 prices)

		$
New South Wales		1,266,000
Victoria		719,500
Queensland		1,043,000
South Australia		341,500
Western Australia		726,000
Tasmania		248,000
	TOTAL	$4,344,000

APPENDIX 2

DISADVANTAGED COUNTRY AREAS PROGRAM

AREAS, SCHOOLS AND ENROLMENTS: 1978

NEW SOUTH WALES

BOURKE AREA

Type	School	Students	Total
GOVERNMENT SCHOOLS			
High	Bourke	351	
	Cobar	424	
	Nyngan	288	1,063
Central	Brewarrina	433	
	Ivanhoe	171	
	Menindee	202	
	Wilcannia	226	1,032
Primary	Bourke	519	
	Byrock	8	
	Cobar	465	
	Coolabah	17	
	Enngonia	49	
	Girilambone	18	
	Hermidale	33	
	Louth	18	
	Marra Creek	20	
	Nymagee	17	
	Nyngan	331	
	Tibooburra	70	
	Wanaaring	27	
	Wellmoringle	32	
	White Cliffs	13	1,637
	Total Government		3,732
CATHOLIC SCHOOLS			
Primary	St Ignatius', Bourke	200	
	St Patrick's, Brewarrina	75	
	St John's, Cobar	161	
	St Joseph's, Nyngan	176	
	St Therese's, Wilcannia	83	695
	Total Catholic		695

70

BOURKE AREA (CONT'D)

Type	School	Students	Total
	Government & Catholic Total		4,427
	Correspondence		214
	School of the Air		102
	GRAND TOTAL		4,743

NORTH WEST AREA

GOVERNMENT SCHOOLS

High	Coonamble	451	
	Walgett	401	852
Central	Baradine	268	
	Collarenebri	217	
	Goodooga	198	
	Gulargambone	281	
	Wee Waa	669	1,633
Primary	Burren Junction	118	
	Carinda	41	
	Coonamble	532	
	Gwabegar	67	
	Lightning Ridge	232	
	Pilliga	69	
	Quambone	80	
	Walgett	500	1,639
	Total Government		4,124

CATHOLIC SCHOOLS

Primary	St John's, Baradine	53	
	St Bernard's, Coonamble	177	
	St Joseph's, Gulargambone	49	
	St Joseph's, Walgett	104	
	St Joseph's, Wee Waa	198	581
	Total Catholic		581
	GRAND TOTAL		4,705
	TOTAL NEW SOUTH WALES		9,448

VICTORIA

FAR EAST GIPPSLAND AREA

Type	School	Students	Total
GOVERNMENT SCHOOLS			
High	Orbost	434	434
Primary	Bemm River	8	
	Bendoc	14	
	Buchan	63	
	Buchan South	18	
	Cabbage Tree	17	
	Cann River	121	
	Club Terrace	31	
	Combienbar	19	
	Gelantipy	9	
	Genoa	12	
	Mallacoota	150	
	Marlo	38	
	Newmerella	29	
	Noorinbee	12	
	Orbost	239	
	Orbost North	155	
	Tubbut	20	955
	Total Government		1,389
CATHOLIC SCHOOLS			
Primary	St Joseph's, Orbost	125	125
	Total Catholic		125
	GRAND TOTAL		1,514

KING VALLEY - OVENS VALLEY AREA

GOVERNMENT SCHOOLS			
High	Myrtleford	312	312
Primary	Bobinawarrah East	15	
	Bright Higher Elementary	308	
	Byrne	20	
	Cheshunt	30	
	Cheshunt South	36	
	Edi Upper	41	

KING VALLEY - OVENS VALLEY AREA (CONT'D)

Type	School	Students	Total
Primary (Cont'd)	Everton	44	
	Everton Upper	18	
	Glenrowan	48	
	Greta	11	
	Greta South	26	
	Greta West	11	
	Hansonville	19	
	Harrietville	13	
	King Valley	25	
	Markwood	62	
	Milawa	41	
	Moyhu	91	
	Mudgegonga	20	
	Myrrhee	34	
	Myrtleford Cons.	343	
	Oxley	42	
	Porepunkah	81	
	Tarrawingee	32	
	Wandiligong	21	
	Whitfield	45	
	Whorouly	42	
	Whorouly East	16	
	Whorouly South	10	1,545
	Total Government		1,857
CATHOLIC SCHOOLS			
Secondary	Marian College, Myrtleford	344	344
Primary	St Mary's, Myrtleford	418	418
	Total Catholic		762
	GRAND TOTAL		2,619

MALLEE TRACK AREA

Type	School	Students	Total
GOVERNMENT SCHOOLS			
High	Manangatang	101	
	Murrayville	93	
	Ouyen	298	
	Sea Lake	323	815
Primary	Boinka	11	
	Manangatang	117	
	Mittyack	7	
	Murrayville	110	
	Nandalay	21	
	Ouyen	211	
	Patchewollock	67	
	Sea Lake	181	
	Speed	27	
	Tempy	28	
	Ultima	82	
	Underbool	59	
	Walpeup	47	968
	Total Government		1,783
CATHOLIC SCHOOLS			
Primary	St Patrick's, Mangatang	48	
	St Joseph's, Ouyen	117	
	St Mary's, Sea Lake	65	230
	Total Catholic		230
	GRAND TOTAL		2,013

NORTH-CENTRAL AREA

GOVERNMENT SCHOOLS			
High	Kyabram (Haslem St.)	793	
	Nathalia	210	
	Rochester	395	
	Rushworth	254	1,652

NORTH CENTRAL AREA (CONT'D)

Type	School	Students	Total
GOVERNMENT SCHOOLS			
Primary	Ballendella	39	
	Barmah	14	
	Byrneside	20	
	Carag Carag	13	
	Corop	12	
	Gillieston	10	
	Girgarre	169	
	Girgarre East	45	
	Harston	28	
	Kotupna	22	
	Kyabram (Haslem St.)	369	
	Kyabram (Dawes Road)	349	
	Kyvalley	58	
	Lancaster	93	
	Merrigum	117	
	Mooroopna North West	33	
	Nathalia	225	
	Picola	10	
	Rochester	386	
	Rushworth	124	
	Stanhope	159	
	Stanhope South	13	
	St Germains	25	
	Tatura	323	
	Tatura East	63	
	Tongala Cons.	331	
	Undera	68	3,118
	Total Government		4,770
CATHOLIC SCHOOLS			
Secondary	St Augustine's, College, Kyabram	149	
	St Mary of the Angels College, Nathalia	202	
	Sacred Heart College, Rochester	114	465
Primary	St Augustines, Kyabram	269	
	St Mary of the Angels, Nathalia	138	
	St Joseph's, Rochester	168	
	St Mary's, Rushworth	131	
	Sacred Heart, Tatura	203	
	St Patrick's, Tongala	82	991
	Total Catholic		1,456
	GRAND TOTAL		6,226

WESTERN WIMMERA AREA

Type	School	Students	Total
GOVERNMENT SCHOOLS			
High	Balmoral	150	
	Casterton	502	
	Edenhope	251	903
Primary	Apsley	48	
	Bahgallah	7	
	Balmoral Cons.	253	
	Casterton	311	
	Chetwynd	12	
	Coleraine	158	
	Coonewirricoo	10	
	Dergholm	8	
	Digby	7	
	Edenhope Cons.	175	
	Harrow	21	
	Langkoop	11	
	Melville Forest	8	
	Merino Cons.	109	
	Nareen	6	
	Poolaijelo	11	
	Sandford	11	
	Strathdownie	23	
	Wando Vale	33	1,222
	Total Government		2,125
CATHOLIC SCHOOLS			
Primary	Sacred Heart, Casterton	95	
	St Joseph's, Coleraine	74	
	St Malachy's, Edenhope	134	303
	Total Catholic		303
	GRAND TOTAL		2,428
	TOTAL VICTORIA		14,800

QUEENSLAND

CENTRAL PRIORITY COUNTRY AREA

Type	School	Students	Total
GOVERNMENT SCHOOLS			
High	Blackwater	380	
	Emerald	442	
	Moranbah	311	1,133
Primary/Secondary	Alpha	207	
	Clermont	417	
	Springsure	266	
	Tambo	158	
	Dysart	398	1,446
Primary	Alsace	18	
	Anakie	214	
	Arcadia Valley	18	
	Bauhinia	32	
	Blackwater	1,105	
	Bluff	91	
	Capella	206	
	Carmila	52	
	Clark Creek	42	
	Comet	39	
	Dingo	46	
	Duaringa	106	
	Emerald	468	
	Flaggy Rock Creek	18	
	Gindie	53	
	Jericho	33	
	Kilcummin	23	
	Lockington	6	
	Mackenzie River	30	
	Moranbah	1,029	
	Nebo	72	
	Orion	17	
	Rolleston	66	
	St Lawrence	46	
	Tresswell	12	
	Valkyrie	11	
	West Hill	18	
	Woorabinda	139	4,010
	Total Government		6,589

CENTRAL PRIORITY COUNTRY AREA (CONT'D)

Type	School	Students	Total
CATHOLIC SCHOOLS			
Primary	St Joseph's, Alpha	38	
	St Joseph's, Clermont	85	
	St Patrick's, Emerald	193	
	Our Lady of the Sacred Heart, Springsure	74	390
	Total Catholic		390
	GRAND TOTAL		6,979

SOUTH WESTERN PRIORITY COUNTRY AREA

GOVERNMENT SCHOOLS			
High	Charleville	335	
	Roma	478	
	St George	214	1,027
Primary/Secondary	Cunnamulla	473	
	Dirranbandi	222	
	Injune	202	
	Mitchell	388	
	Surat	224	1,509
Primary	Amby	28	
	Augathella	55	
	Begonia	28	
	Bollon	59	
	Bymount East	34	
	Charleville	401	
	Dunkeld	15	
	Eromanga	12	
	Eulo	23	
	Hebel	10	
	Morven	68	
	Mt Abundance	15	
	Muckadilla	19	
	Mungallala	29	
	Peekadoo	23	
	Quilpie	81	
	Roma	447	
	Roma Junior	365	
	St George	333	

SOUTH WESTERN PRIORITY COUNTRY AREA (CONT'D)

Type	School	Students	Total
	Teelba	7	
	Thallon	48	
	Thargamindah	60	
	Wyandra	63	
	Yuleba Creek	15	2,238
	Total Government		4,774
CATHOLIC SCHOOLS			
Primary/Secondary	St Mary's, Charleville	250	
	St John's, Roma	365	615
Primary	St Joseph's, Augathella	34	
	Sacred Heart, Cunnamulla	121	
	St Patrick's, Mitchell	83	
	St Finbarr's, Quilpie	71	
	St Patrick's, St George	185	494
	Total Catholic		1,109
	GRAND TOTAL		5,883
	TOTAL QUEENSLAND		12,862

SOUTH AUSTRALIA

FAR NORTH PRIORITY COUNTRY EDUCATION AREA

Type	School	Students	Total
GOVERNMENT SCHOOLS			
Secondary	Woomera	239	239
Area	Coober Pedy	403	
	Leigh Creek	319	
	Andamooka	80	802
Primary	Cook	30	
	Kingoonya	29	
	Woomera	346	405
Rural	Alberga Mobile	24	
	Blinman	12	
	Parachilna	15	51
Special Rural	Anna Creek	16	
	Tarcoola	52	68
Aboriginal	Amata	138	
	Ernabella	133	
	Fregon	82	
	Indulkana	144	
	Marree	106	
	Mimili	44	
	Pipalyatjara	33	
	Oodnadatta	87	
	Nepabunna	48	815
	Total		2,380

FAR WEST PRIORITY COUNTRY EDUCATION AREA

GOVERNMENT SCHOOLS			
Area	Ceduna	822	
	Karcultaby	247	
	Streaky Bay	320	1,389

FAR WEST PRIORITY COUNTRY EDUCATION AREA (CONT'D)

Type	School	Students	Total
Primary	Coorabie	18	
	Penong	58	76
Rural	Mudamuckla	17	
	Nunjikompita	13	30
Special Rural	Elliston	126	
	Haslam	61	
	Wirrulla	87	
	Port Kenny	73	347
Aboriginal	Koonibba	42	
	Yalata	120	162
	Total		2,004
	TOTAL SOUTH AUSTRALIA		4,384

THE GOLDFIELDS REGION

Type	School	Students	Total
GOVERNMENT SCHOOLS			
High	Eastern Goldfields, Senior	1,085	
	Esperance Senior	682	
	Kambalda	282	2,049
District	Laverton	165	
	Norseman	450	
	Ravensthorpe	196	811
Primary	Boulder	400	
	Boulder Junior	306	
	Cascade	34	
	Castletown	413	
	Condingup	69	
	Coolgardie	98	
	Coonana	9	
	East Kalgoorlie	59	
	Esperance	497	
	Grass Patch	51	
	Jerdacuttup	37	
	Kalgoorlie	203	
	Kalgoorlie Junior	204	
	Kambalda	252	
	Leinster	85	
	Leonora	124	
	Menzies	33	
	Munglinup	80	
	North Kalgoorlie	568	
	Nulsen	355	
	Rawlinna	31	
	Salmon Gums	59	
	Scaddan	21	
	South Kalgoorlie	603	
	West Kambalda	528	
	Widgiemooltha	22	5,141
Special	Boulder	27	
	Esperance	9	36
Aboriginal	Cosmo Newbery Special	9	
	Cundeelee Special	51	

THE GOLDFIELDS REGION (CONT'D)

Type	School	Students	Total
	Mt Margaret Special	39	
	Warburton Special	51	150
	Total Government		8,187
CATHOLIC SCHOOLS			
High	Christian Brothers College, Kalgoorlie	251	
	Prendiville College, Kalgoorlie	205	456
Primary	St Joseph's, Boulder	129	
	St Anthony's, Coolgardie	47	
	Catholic Primary, Kalgoorlie	281	457
	Total Catholic		913
	GRAND TOTAL		9,100

THE OUTER WHEATBELT AREA

GOVERNMENT SCHOOLS			
District	Jerrumungup	159	
	Lake Grace	230	
	Mukinbudin	261	
	Southern Cross	206	856
Primary	Beacon	78	
	Bencubbin	89	
	Bodallin	27	
	Borden	31	
	Bremer Bay	28	
	Bullfinch	18	
	Fitzgerald	25	
	Grabbin	27	
	Gairdner	78	
	Hyden	120	
	Kalannie	74	
	Karlgarin	37	
	Koolyanobbing	54	
	Koorda	101	
	Lake King	32	
	Marvel Loch	11	
	Mollerin	21	
	Moorine Rock	13	

THE OUTER WHEATBELT AREA (CONT'D)

Type	School	Students	Total
	Mt Hampton	29	
	Mt Walker	38	
	Muntadgin	22	
	Newdegate	81	
	Ongerup	71	
	Pingaring	38	
	Pingrup	53	
	Salt River	28	
	Varley	21	
	Westonia	51	
	Wialki	26	1,322
	Total Government		2,178
CATHOLIC SCHOOLS			
Primary	St Joseph's, Southern Cross	36	36
	Total Catholic		36
	GRAND TOTAL		2,214

ISOLATED CHILDREN OF THE WESTERN AUSTRALIAN CORRESPONDENCE SCHOOL

Secondary		178	
Primary		417	595
	TOTAL WESTERN AUSTRALIA		11,909

TASMANIA

FAR NORTH WEST AREA

Type	School	Students	Total
GOVERNMENT SCHOOLS			
High	Smithton	590	590
District	Forest	136	
	Edith Creek	151	287
Primary	Redpa	36	
	Smithton	627	
	Stanley	74	737
	Total Government		1,614
CATHOLIC SCHOOLS			
Primary	St Attracta's, Smithton	111	111
	Total Catholic		111
	GRAND TOTAL		1,725

HUON VALLEY AREA

GOVERNMENT SCHOOLS			
High	Huonville	570	570
District	Cygnet	163	
	Geeveston	316	
	Dover	162	641
Primary	Huonville	521	
	Judbury	31	
	Glen Huon	49	
	Franklin	101	
	Ranelagh (Huon Special School)	11	713
	Total Government		1,924

HUON VALLEY AREA (CONT'D)

Type	School	Students	Total
CATHOLIC SCHOOLS			
Primary/Secondary	St James College, Cygnet	244	
Primary	Sacred Heart, Geeveston	121	365
	Total Catholic		365
NON-GOVERNMENT OTHER SCHOOLS			
Primary	Seventh Day Adventist, Glen Huon	11	11
	GRAND TOTAL		2,300
	TOTAL TASMANIA		4,025

APPENDIX 3

DISADVANTAGED COUNTRY AREAS PROGRAM

COMMITTEE STRUCTURES AND FUNCTIONS

NEW SOUTH WALES

The New South Wales State Advisory Committee comprises three people representing government and Catholic systems and the community. Its functions are:

- a monitoring role (maintaining the concept and purpose of the Program);
- a coordinating role (forwarding submissions received from Area Management Committees to Director-General);
- a linking role (with the Commission and other agencies).

The State Advisory Committee recommends on Areas to be designated and funds to be allocated.

There are three Area Management Committees, the North West Area being divided into two clusters of schools, one at Walgett and one at Coonamble. Each of these Committees includes:

- one representative from Catholic administration;
- one representative from State regional administration;
- representatives from school communities involved in the Program: there are eight on each of the two North West Area Committees and ten on the Bourke Area Committee. These include teachers from both government and non-government school systems, parents serving on local school committees, and other community representatives. The Area Management Committees have the carriage of the Program within the respective Areas, that is, to:
  - communicate effectively the concept, purpose, objectives and operation of the Program in that Area;
  - stimulate development of quality submissions;
  - consider and recommend on submissions forwarded;
  - report on the financial and educational aspects of all projects funded and the general implementation of the Program in the region.

VICTORIA

The Victorian Country Education Project Planning Committee includes the Program Coordinator as its executive officer; two field officers who work with the Coordinator; an academic; one parent representative; seven administrators from the government and four from the Catholic education system; and one representative of independent schools. State departmental representatives are drawn from the following areas; primary, secondary, technical, special services, teacher education, planning and rural directorates. The four Catholic representatives are drawn from the four Catholic dioceses in Victoria.

The role of the Country Education Project Planning Committee is to:

- establish the terms of reference for the development of a pilot project for a country education program;
- assist in the development of techniques for surveying, assessing and identifying geographic areas that would be in any future program;
- encourage activities that will promote discussion and the development or extension of educational opportunities for children in country areas;
- provide a structure such that individuals, groups and organisations may present points of view that would assist in the development of a country education project;
- review the current provisions that are made available to promote the educational opportunities of children living in isolated or small settlements in Victoria;
- identify the geographic areas for the establishment of a pilot Country Education Project;
- develop general guidelines for the operation of the Program at the State, regional and area levels;
- make recommendations on the joint financial management of Program funds;
- prepare regular reports for consideration by the appropriate authorities.

There are five Country Education Project Area Committees in Victoria, each with twelve to sixteen members. At least half of these are drawn from the school community (other than teachers), and include a representative of Catholic and State education systems. Local school principals and teachers also serve on these Committees. The functions of the Area Committees are to:

- identify the resources in the Areas;
- make an assessment of the needs of the communities;
- develop submissions to be considered by the Planning Committee;
- implement proposals which are approved by the Planning Committee;
- control funds given by the Planning Committee in connection with the project;
- aid in the continuous monitoring and evaluation of the project.

The five Areas have Project Coordinators, who are people with a sound knowledge of, and a personal relationship with, people in the local communities. The role of the Project Coordinator is to:

- assist in the identification of resources and needs of the Area;
- assist in the preparation and assessment of submissions;
- keep the executive officer fully informed of all developments in the Area;
- keep records of meetings, copies of which will be forwarded to the executive officer;
- keep comprehensive records of how the project was developed, what problems arose and how they were overcome. This would include information about:
  - (a) how and with whom contacts were made in the community;
  - (b) which groups and/or individuals interacted the best;
  - (c) which groups and/or individuals resisted and their reasons for doing so.

QUEENSLAND

The Queensland State Committee to Administer Joint Programs for Priority Country Areas has twenty three members. Thirteen are State Education Department administrators who represent a number of areas including primary, secondary and correspondence education. Regional directors and representatives of curriculum, planning and service divisions are included. Three administrators and one teacher represent the Catholic education system. The Committee

to Administer Joint Programs for Priority Country Areas is responsible to the Director-General of Education and the Director of the Queensland Catholic Education Commission for the administration of the Disadvantaged Country Areas Program and through them to the State Minister for Education. The Committee is responsible for the mobilisation of a range of resources so that the children/teachers/parents in the community as a whole have access to educational services in some way comparable with those available in less disadvantaged areas.

The Central Area Committee consists of the Regional Director of Education with one representative from the Catholic Education Office, two members associated with other non-government schools, one member from a college of advanced education, five parent representatives and the Central Area Coordinator. The functions of the Central Area Committee are to:

- identify the educational requirements of primary and secondary students that are not currently met by existing systems - State and non-State;
- investigate the most practical means of implementing educational initiatives likely to offset educational disadvantage in rural areas for primary and secondary students;
- present to the Management Committee for its consideration submissions in support of local projects;
- maintain a watching brief on initiatives with a view to reporting their effectiveness to the Management Committee or its duly nominated evaluators;
- ensure that information is disseminated within the community.

Local advisory committees as such do not exist within the Central Area; however, members of the Central Area Committee do represent the views of the community bodies from which they derive.

In the South Western Area there are six local advisory committees whose membership varies but includes educators and community representatives. A project director has been appointed to administer the field staff and liaise between schools and community groups. The functions of local advisory committees are to:

- propose initiatives to the State Committee;
- comment on initiatives proposed to the Committee from other sources;
- encourage local involvement in the Program and ensure that information on initiatives is disseminated within the community;

- advise the Committee of ways of ensuring that maximum benefit is being derived from initiatives taken;

- participate in a local information network involving all local committees, the project team, Regional Office of Education and the Joint Committee.

SOUTH AUSTRALIA

In South Australia the Program is administered by a special sub-committee of the South Australian Priority Projects Task Force of the Disadvantaged Schools Program, which includes the Co-ordinator, field officer, two government school principals, a teacher and a representative of the Research and Planning Division of the State Education Department. The functions of the sub-committee are to:

- facilitate the activities of both local action groups and Regional Task Forces;

- consider and make final recommendations to the Minister of Education concerning local action group submissions passed on with recommendations from Regional Task Forces;

- generally promote awareness of the Program, particularly in relation to the State system as a whole;

- conduct extensive in-service and personnel development programs at all levels including that of middle and senior management.

There are five Regional Task Forces consisting of the departmental Regional Director (in the Eyre region), principal education officers, principals, Priority Projects regional coordinators, and in some cases teachers and/or parents. Three of the regions where there are relatively few schools, are served by the one country Coordinator, based at Murray Bridge. The Regional Task Forces are supplemented by teachers from the local schools as far as possible and by advisory teachers where appropriate, and meetings are rotated around schools in each region regularly. Efforts are made to involve parents in these meetings. The functions of the Regional Task Forces are to:

- receive submissions from schools within the region and make recommendations to the State Priority Projects Task Force concerning funding;

- liaise with the State Priority Projects Task Force and make recommendations concerning the general needs of Priority Projects schools in the respective regions;

- liaise with the State Priority Projects Task Force on the one hand and Priority Projects schools in the region on the other to enable better communication, sharing of ideas and administrative efficiency;

- participate in the overall in-service and personnel development program in the State;
- plan in-service programs relating to the Priority Projects matters within the region;
- foster meaningful involvement of parents and community members in the decision-making processes relating to Priority Projects schools and their staff;
- develop a directory of projects which can be used as a source of reference in developing additional projects within participating schools;
- assist schools in the preparation of submissions for funding;
- assist schools in evaluating the outcomes of programs that have been implemented (progress reporting);
- act as a 'critical friend' to schools in all matters pertaining to their Priority Project programs;
- make the expertise developed within the Regional Task Force available to non-Priority Projects schools where the need exists.

Local action committees of up to eighteen representatives of the school community have been formed in local centres throughout the declared Areas, and their function is to generate proposals mainly for shared resources among a group of schools and their communities.

WESTERN AUSTRALIA

The Western Australian Disadvantaged Country Areas Program Advisory Committee comprises four representatives from the government system (three administrators and one principal) and three from the Catholic education system (two administrators and one deputy-principal) and two representatives from isolated parent groups. The role of the State Advisory Committee is to:

- identify and assess geographic areas that are considered for potential inclusion in the Program;
- develop Program operation, evaluation and reporting guidelines;
- decide on Area funding allocations;
- give advice and make recommendations on submissions received;
- consider reports on the Program prior to their release or distribution;

- promote community involvement at all levels of the Program and ensure that information on initiatives is disseminated within the community;

- approve and implement recommended projects.

The Correspondence School Area Advisory Committee works directly with the State Advisory Committee, which holds meetings with parents regularly in various parts of the State.

The Goldfields Area Advisory Committee comprises ten members: five from the government school system (one acting regional superintendent and four principals, representing primary and secondary areas); one representative of the Catholic system who is also a State Advisory Committee member; an area field officer; a community development liaison officer; and two people to represent parents and the community. The Outer Wheatbelt Area has two Area Advisory Committees, one in the north and one in the south. The former comprises two regional superintendents, two government school principals, two community representatives and one field officer. The latter has the same membership, except that it has only one regional superintendent. The same field officer serves both Committees. The functions of the Area Advisory Committees are to:

- foster the development of quality submissions;

- give advice and make recommendations to the working parties on the drafting of submissions;

- consider submissions received from the working parties, establish order of priority and make recommendations on submissions forwarded to the State Advisory Committee;

- ensure that costing does not exceed the allocated budget;

- encourage community involvement in the operation of the Program;

- report to the State Advisory Committee on the Program operation (financial and educational) of the Area;

- coordinate the activities of the working parties;

- approve and implement recommended projects.

Three Area working parties have been set up in the Goldfields Area and four in the Outer Wheatbelt Area. Members of local communities, parents and teachers are represented on these working parties, which range in size up to a membership of twenty three. The functions of the working parties are to:

- identify available Area resources;
- assess the needs of and disseminate Program information to the communities;
- encourage community involvement in all aspects of operation at the local level;
- develop proposals for consideration by the Area Advisory Committee;
- monitor and evaluate approved projects and report to the Area Advisory Committee;
- implement approved projects and control the funding made available.

TASMANIA

The Tasmanian Country Education Planning Committee consists of fourteen members: four administrators from the Education Department, six government and one Catholic school principals, Coordinators of the Disadvantaged Schools Program in both government and Catholic systems, a Schools Commission representative and a consultant to the Tasmanian Priority Projects Committee. The function of the Planning Committee is to exercise overall responsibility for the Disadvantaged Country Areas Program in Tasmania.

Under this general heading a number of specific functions can be identified:

- to initiate educational activities and programs that reflect the needs of country areas and are designed to alleviate educational disadvantage within the areas defined as particularly disadvantaged;
- to coordinate educational programs and activities in the country areas selected for inclusion in the Program;
- to receive submissions for funding from various groups and individuals in the selected Areas;
- to provide a focal point for educational initiatives and endeavours;
- to set up and liaise with educational committees in the selected Areas;
- to promote cooperation and sharing with neighbouring schools, both government and non-government, and to promote interaction between schools and the community.

Area Committees have been set up in both declared Areas broadly representative of the local government school communities (including the Education Department) and with several members representing non-government schools. The Planning Committee has identified the following list of functions for Committees assisting with Area projects:

- in accordance with the needs of the Area as a whole, to develop activities and programs that extend educational provision in the Area and increase opportunities for young people;
- to coordinate educational programs and activities;
- to make recommendations to the Planning Committee about the allocation of Program funds;
- to receive submissions from various groups and individuals within the Area;
- to provide a focal point for educational initiatives and endeavours;
- to provide for purposeful community involvement in education.

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